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THE SCHOOL OF EDUCATION

THESIS

Finding Word Meaning from Context in Grades Five and Six

Huldah Anne Butler

(B.S. in Education, 1936,

Boston University, The School of Education.)

submitted in partial fulfillment of the

requirements for

the degree of

Master of Education

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Grateful Appreciation is expressed to :
Dr.Donald D. Durrell for his sympathetic guidance; the superintendent and the principals for their kind permission and great assistance ; each and everyone in the school system who gave so willingly of her time and energy to help bring this study to a conclusion.
To Helen and Mellie are extended heart-felt thanks for their continued inspiration.

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CHAPTER I

INTRODUCTION

The teaching of reading is one of the most complex and universal of all problems of our educational system. For the child, learning to read successfully may mean hours of pleasurable school achievement; failure may mean years of drudgery.

Leary[1] analyzes reading as"a complex mental activity-one that involves recognized visual symbols; associating them with sound symbols; translating these sound symbols into words, words into phrases, sentences and sustained thought patterns; reflecting on their meaning; relating them to concepts and experiences acquired earlier; applying what is read to one's mode of thinking and acting; and, moreover, doing all these things more or less simultaneously, with smooth, even rhythmical ability...."

Two phases of this complex subject are the acquisition of the ability to recognize and to pronounce words, and to interpret understandingly and accurately the meanings conveyed by these words as they are assembled in phrases, sentences, and paragraphs.

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1. Leary,Bernice E. "Basic Instruction in Reading in Elementary Schools." Recent Trends in Reading, p. 29. Proceedings of the Conference on Reading held at University of Chicago.

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1. Leary, Bertha E. "Basic Instruction in Reading in Elementary School." Recent Trends in Reading, p. 59. Proceedings of the Conference on Reading held at University Chicago.

Common practices in teaching the meanings of words have frequently dealt with words in isolation. Too much time is spent on the study of selected word lists. The meanings of many can and should be taught from context because they reappear so seldom, it is wasteful to spend time in drilling upon their interpretation.[1] "The method of listing words that students must learn by consulting a dictionary is wasteful and psychologically, as well as linguistically, wrong. Words do not appear in isolation. Students do not "learn" the meanings of words by looking them up in a dictionary....A word has meaning only within a predetermined context."[2]

"Capable teachers have always directed attention to the meanings of word elements, to the functions of the important words in a passage, and to shifts in the meanings of words, wherever such attention will assist the child to make accurate interpretations of the reading matter."[3]

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1. Harris, A.J. How to Increase Reading Ability, New York: Longmans Green & Company, 1940. pp.269-279.

2. Glicksberg, C.I. "Dynamics of Vocabulary-Building", English Journal. Vol.XXIX, (March, 1940), pp.197-201.

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However, Gray[1] tells us "the need is urgent....for greater accuracy and thoroughness in comprehension among both elementary- and secondary-school pupils." This need may be met by various types of instruction. The incidental teaching of a meaningful vocabulary, the presentation of carefully organized, directed lessons in vocabulary building and word meaning, and the encouragement of extensive independent reading,-all have been used.

"Direct instruction in the meaning and use of unfamiliar words is superior in several ways to wide, independent reading, without such instruction."[2] Children are able to understand a larger number of words and read more effectively material containing unknown words.[3] Gains from extensive reading have not been determined.[4]

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1. Gray, William S. "The Nature of Reading Problems"in General Education." Recent Trends in Reading.Proceedings of the Conference on Reading held at the University of Chicago, Volume I, Supplementary Monograph,No.49,(November, 1939),University of Chicago,pp.69-75.

2. Holmes,Eleanor. "Vocabulary Instruction and Reading." Elementary English Review. Volume I(April,1934),pp.103-105.

3. Ibid.

4. Durrell,Donald D. and Sullivan,Helen B. "Vocabulary Instruction in the Intermediate Grades". The Elementary English Review Volume XV (April and May, 1938),pp.138-145, 185-198.

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The instruction used in the experiment to be discussed in this paper was direct and dealt with the reading of material written around unknown words.

Listed as one of ten effective methods of teaching words is "directing attention to the context in which the word appears, asking questions about the surrounding phrases and sentences, and developing the appropriate meaning."[1] This quotation could well have been written as a description of the teaching procedure carried on in the experimental teaching for this study.

"The problem of equipping a child with a sufficient fund of word meanings is particularly important in the intermediate grades, because in this period are found rapid extension of reading interests, rapid growth in reading skills, and rapid increase in amount and variety of material used."[2] A child needs at this level to develop a "potential vocabulary" which Kibbe[3] defines as "consisting of unknown words which may be interpreted through context or by a background of general information." The experimental lessons were designed to instruct intermediate grade children in the use of various techniques which might increase their "potential vocabularies".

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The reading skills, habits and attitudes as well as the achievement in the other school subjects will be affected greatly by the effectiveness of instruction in comprehension during the intermediate school years.[1] Two habits to engender during these years are:" 1.the discovering of unknown words in context and 2. getting meaning from context."[2] What skills are needed for the best teaching of new words are not known.[3] An attempt to find a set of skills which would aid in increasing ability to acquire new words and their meanings is made by the writer.

Thorndike[4] believes that "theoretically it would be possible for a pupil in grades four to six to learn all his 2,000 to 3,000 words as by-products of reading for knowledge and entertainment, with never a glossary or question to his teacher. The reading would have to be selected with care and ingenuity to make sure that the contexts did give the meanings."

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1. McKee,Paul. Reading and Literature in the Elementary School. Boston: Houghton,Mifflin Company,1934.pp.139-140, 146-149, 276, 313-315.

2. Durrell, Donald D. "Basic Abilities in Intermediate Grade Reading". Education:Volume LIX,(September,1938), pp.45-50, 176.

3. Durrell,Donald D. and Sullivan,Helen B. "Vocabulary Instruction in the Intermediate Grades" The Elementary English Review,Volume XV(April and May, 1938),pp.138-145, 185-198.

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Gray and Holmes[1] say "the need is obvious for materials which are simply and clearly written and in which the author has used various devices for helping the reader to derive appropriate meanings." There is, also, need of group and individual assistance in developing "power in using the context where it is of value in deriving meanings, and to increase ability to recognize when context does not aid in the acquisition of specific meanings."....[2]

The search for techniques whereby meaning was written into context in intermediate grade textbooks led the investigator to believe that an earnest attempt is being made by authors to give meaning of difficult words within the context in a variety of ways, and that authors are using various devices to help readers derive appropriate meanings.

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1. Gray,William S.,and Holmes,Eleanor. "The Development of Meaning Vocabularies in Reading." Publication of the Laboratory School of the University of Chicago. No. 6, (February,1938),pp.36-37.

2. Ibid.

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Previous Research on the Subject:

No reports of research very closely resembling the work done in this study have been located. Crossoup[1] has written a very extensive "Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary." He reports "most research up to the present time has contented itself with attempting to determine whether word meaning could be learned best by casual emphasis, or by "natural" or indirect acquisition or by direct instruction." In controlled studies, specific techniques of gaining word meaning were not considered. Little experimentation which deals with the dynamics of interpretation has been done. The survey found little evidence that writers of school books are giving consideration to the need of including meaning in the context. Studies do not agree on the subject.[2] "In writers summarizing various techniques of vocabulary instruction, the use of equivalent verbal expressions, definitions and synonyms to convey meaning appears frequently."[3] Crosscup quotes Chambers[4] to the effect that the" commonest and best way to promote growth of content words is to allow the child to infer the meaning from the context."

1. Crosscup,Richard B. "A Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary". Unpublished Master's thesis,Boston University,School of Education,Boston, 1940.
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In criticism of the use of context to derive meaning, Crosscup feels "that only that sense of the word will be learned which appears in the particular context." In this survey,[1] Uhl[2] is reported as having described an experiment which proved that meaning from context is sufficient to the needs for certain types of reading. Crosscup's[3] conclusions concerning meaning and content follow:

"1. Content, in the form of illustrative sentences, is very commonly used as a supplement of definitions in conveying the meaning of words;

2. Reading context is frequently used either as a starting-point, or as the point of final reference, in determining word meaning in much of the best practice;

3. A reading context may convey an adequate meaning of a word naturally and easily, it may altogether fail to convey any meaning for a word, or it may convey an inadequate meaning;

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2. Uhl,Willis L. The Materials of Reading. New York: Silver,Burdett and Company, 1924.

3. Ibid.

"4. When a meaning can be derived from a context, it has the advantage over a dictionary definition in that the meaning derived is of necessity suitable to the context at hand;

5. A meaning derived from context, may suffer the limitations of being insufficiently generalized;

6. The use of dictionary definition in conjunction with the derivation of meaning from context would appear to convey a more satisfactory meaning than either alone; the most dynamic way of relating definition and context would appear to be to have the class group compile contextual examples and reach an agreement on definition by generalization from these examples."

The process of reasoning is essential in the derivation of meaning from context.[1] Gray and Holmes give an example of the deduction of meaning from known facts. The word under consideration, however, is removed from context. Breese[2] cites an example "of the generalization of a term from accumulative examples to use in another case." Crosscup[3] states that reasoning as a means of acquiring meaning has been neglected, and that teachers are not prepared with a "rationale for dealing" with the rational aspects of this problem", and that the instruction in the use of reasoning appears seldom in actual practice.

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1. op. cit.
2. Breese, Sarah E. "A Measurement of the Effect of Vocabulary Training on Progress in the Major High School Subjects". Unpublished Master's Thesis, University of Michigan, Department of Education, 1935.
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of a term from accumulative examples to use in another
case." Crossen[3] states that reasoning as a means of
acquiring meaning has been neglected, and that teachers
are not prepared with a "rationale for dealing" with th
rational aspects of this problem", and that the instruc
in the use of reasoning appears seldom in actual practi

1. op. cit.
2. Breese, Sarah E. "A Measurement of the Effect of Vocabulary Training on Progress in the Major High School Subjects". Unpublished Master's Thesis, University of Mi Department of Education, 1935.
3. op. cit.

A methodology which is based upon the application of past experiences and background and the transfer of this knowledge to the new situation is described as using the following principles to deduce meaning from context :

"1. function; 2. delimitation; 3. equivalence; 4. necessity; 5. likelihood; 6. application of previous knowledge; generalization and translation."[1]

Those teachers interested in finding lists of measures for increasing vocabulary against which to check their practices may find a summary of Nair's[2], Kibbe's[3], and McKee's[4] ideas in the Appendix of Crosscup's thesis.[5]

"Sex seems to bear comparatively little relation to vocabulary development: girls seem favored in earlier years, and boys in the later years, but the differences are not great."[6]

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1. Op. cit.

2. Nair, Bertha. "Means of Developing Word Consciousness." Elementary English Review, Volume XI (May, 1934), pp.125-129.

3. Op. cit.

4. McKee, Paul "Vocabulary Development", Thirty-Sixth Yearbook, Part I, National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Co., 1937.

5. op. cit.

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Hamsworth[1] in a study to find out how much corrective vocabulary drill in social science increased pupil knowledge of the subject, is reported as having found that the experimental group made gains over the control group in all but one phase of comparison.[2]

Thorndike[3] in a study of mistakes in paragraph reading found "little attention had been paid to the dynamics whereby a series of words , known singly by their meanings, produce knowledge of a sentence or a paragraph."

Information which is pertinent to the subject of building sets of exercises to be used for instruction in deriving meaning from context may be found in the conclusions of a study, the purpose of which was "to arrange in order of difficulty a variety of sentence structures, and to determine their relationships to comprehension difficulties for children."[4]

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1. Hamsworth,Henry Clayton,"Vocabulary Difficulties in Social Science." Unpublished Master's Thesis,Colorado State Teachers' College,1932.

2. op. cit.

3. op. cit.

4. Henley,Ruth Evelyn. "Comprehension Difficulties of Various Sentence Structures". Unpublished Master's Thesis, Boston University, College of Liberal Arts,Boston, 1937.

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Elivian[1] found that children of grades five and six were generally unable to recognize in a selection the words for which meanings were unknown, that the experimental procedure produced slight improvement in the ability to discover unknown words in groups of high reading ability, and that the "ability to use context definition to derive word meanings is not well developed."

A search was made for types of exercises based directly on the use of context as a means of teaching new word meaning. The search was by no means exhaustive. A few books containing such material were located. The texts were written for children above the intermediate level and for any adults and individuals needing help in the improvement of reading. Knight and Traxler,[2] in a book for high school students, includes exercises where the pupil is advised to guess a meaning for the words given in a context sample as "to think" of meanings to fit the situation. No suggestions of what technique could be used to get the answer from the text or how the meaning was to be "thought up" seemed to be given.

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1. Elivian, Jeanette. "Word Perception and Word Meaning in Silent Reading in the Intermediate Grades". Unpublished Master's Thesis, Boston University, School of Education, Boston, 1938.

2. Knight, P.C., and Traxler, A.E. Develop Your Reading. Boston: Little, Brown & Company, 1941. pp. 111-115.

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Another text for high schools by the same authors,[1] gives sets of exercises to teach meanings of isolated words from the knowledge of prefixes, stems, and suffixes. These lessons are followed by selections which are to be used in locating, listing, and defining words of which the prefixes, stems or suffixes are recognized and known.

Crosscup[2] constructed a set of exercises the purpose of which was "to stimulate awareness of the process of acquiring a vocabulary, to provide a method for dealing with unfamiliar words when they are encountered, and to sharpen discrimination." The basis of his exercises was words selected from those previously failed on standard tests. Meanings of these words were written into passages in such a manner that the definitions could be deduced by reading the text. Directions for the procedure required underlining of unknown words and definitions suitable to the context. The definitions to be underscored were listed following the contextual sections of the exercises.

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1. Knight,P.E. and Traxler, A.E. Read and Comprehend. Boston: Little,Brown and Co.,1937. pp.57 -ff.

2. Crosscup,Richard B. "Experimental Exercises in Learning to Interpret Reading". Education,Volume LIX(September,1938), pp. 20-31.

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2. Crossong,Richard B. "Experimental Exercises in Learning to Interpret Reading". Education,Volume LIX(September, pp. 20-21.

The best and most persistent efforts to improve ability to use context for the purpose of increasing word meaning knowledge which the search revealed were those made by Hovius[1] in "Flying the Printways"; the author seems to concentrate on the learning of prefixes, stems, and suffixes, the translation of the meaning of sentences through recognition and interpretation of words, the parts of which have been learned, and the building of sentences using such words. One exercise required the answering of questions which contained words whose basic elements have been learned. For example, "How many wings has a monoplane?" and "If you were told to descend a ladder, what would you do?"

Examination of "Following the Printed Trails"[2] revealed exercises involving methods similar to those used in the writer's study and experimental work. However, no reference was found to any classification of techniques to be used in connection with the context and the search for meaning within the context.

"Patrons of a bank in Illinois must identify themselves before the cashier unlocks the doors by pressing an electric button. Two robberies brought a decision by the directors to keep the bank closed until patrons arrived. Strangers must present themselves for the cashier's scrutiny at a barred window before the door is opened." 3

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Finding the meaning of scrutiny from this paragraph would entail the interpretation of the entire selection, that is, of several sentences. The writer found that the authors of the textbooks from which the eleven techniques used in her experiment were gleaned, frequently used this method for inserting meaning into their writings.

Hovius[1] asks but two questions to bring out the meaning from the selection quoted: "What does scrutiny mean ? What would the cashier normally do to patrons at the window?" These might suffice for junior high school students for which the texts are intended. But for children in the middle grades, more minute questions and more careful consideration of the situation portrayed might be needed in order for a deduction of the meaning to be made. The text and method, nevertheless, are like one of the types used in this research.[a]

The following quotation, in part, from Hovius[2] and its accompanying direction for use are again suggestive of still another technique and the method of teaching it as carried out in this experiment.

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a. Chapter II (p.19) List of techniques, Number 5.

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...."by constructing a serrated curb on one side of the building. This saw-tooth curbing with its triangular projection..."[1] The direction given was, "Sometimes the meaning of a word is given you indirectly.... What is meant by serrated curb is quite clearly expressed in simpler terms. Find the simpler terms." The reader, after considering the list of techniques[b] used commonly by textbook writers, will recognize this as number one in which the meaning is written into the sentence immediately following the use of the difficult word to be defined.

The foregoing discussion is by no means considered to be exhaustive. Many writers on the subject of reading have not been consulted. Many experimental works have not been located and discussed. Works on the subject of word meaning and its relation to context are very numerous. A report of each and every one would be massive and in no way add to the value of this treatise. The studies reviewed,herein, are the ones to which the writer found reference made most frequently in her courses on reading, in her preparation for the work on this thesis and which, to her, seemed to have the most bearing on and relation to the subject and type of experimentation which she carried out.

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Statement of the Problem:

1. To discover whether or not instruction in various specific techniques improves the ability to find word meaning from context in grades five and six.

2. To discover whether or not there is any difference between sexes in grades five and six in the ability to find word meaning from context by means of specific techniques.

Aim and Scope of Thesis:

The purposes of the experiment were to evaluate teaching techniques designed to improve the ability to find word meaning from and to construct a set of exercises by means of which these techniques might be presented in the middle grades. The lack of this ability is one of the serious problems in the reading of the social science texts in all grades. Another aim was to ascertain whether boys or girls need more instruction to develop the ability in question.

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CHAPTER II

Methods of Constructing Experimental Materials

Discovering techniques used by authors.

The first questions which arose when the experiment was considered were, "Is word meaning written into text by authors ?" "Are there various ways or techniques in which meaning is written into texts ?" "Is it possible to classify these techniques ?" and "Can children be taught to recognize the clues to word meanings ?" To find the answers to these questions, a variety of types of textbooks published by several different companies was carefully studied. (See Appendix). Reading books of a literary character, study readers, geographies, histories, hygiene texts, social science books, natural science books, and texts based upon safety on grade four, five, and six levels were included in this study.

Thirteen different techniques for showing the meaning of the difficult words in the texts were found to be common. Two were much less frequently noted and were dropped from the experiment. Those omitted were the use of legends under pictures, tables and graphs, and the use of a synonym to suggest the meaning of the difficult word.

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The eleven types of constructions used to express word meaning in context which were classified and retained for the experiment follow :

1. Meaning in a sentence preceding or following the one in which the term is used.

Not one day did Helen dawdle. She wasted no time.

2. Meaning expressed in a single sentence and gained through the interpretation of the sentence.

Cataracts are bigger and have much more water falling than our little fountain.

3. Meaning in explanatory phrases or clauses.

An hour before noon, John Willie, wearing a mantle, like the churchly robe of the abbot, paced up and down the greensward.

4. Meaning in the basic word or in prefixes or suffixes.

The gods and goddesses were invisible.

5. Meaning in several sentences and gained by their interpretation.

It was toward eventide. Darkness had not yet begun to settle. There was still some rosy daylight glowing in the west. The lights of night had not appeared in the tiny cottages.

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6. Meaning in parentheses preceding or following the term.

"The latter part of the Middle Ages is often called the Renaissance(which means "rebirth") or the Revival of Learning."

("America's Heritage of Long Ago", Wickham and Phillips, MacMillan,New York,1931,p.340)

7. Meaning and explanation connected by "or".

There seemed to be some kind of fracas or quarrel going on.

8. Meaning set off by dashes.

"The cathedrals--that is,the bishop's churches--built during the Middle Ages were more magnificent and more beautiful than any other buildings which have come down to the present."

("America's Heritage from Long Ago",p.302)

9. Meaning in association of ideas.

"Captain Reynolds sighed deeply when he heard this news, for it came from a government which pretended to be very friendly, but was secretly treacherous."

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10. Meaning in an appositive.

The sunset cast a varicolored glow over the tiny hamlet, a village in the Blue Hills.

11. Meaning in a sentence which is a definition.

An animated cartoon is an amusing or absurd funny strip which moves and seems to be alive.

The study of the texts and the types of constructions revealed the fact that specific and delicate shades of word meaning could not be obtained by merely reading and studying the context. However, broad meanings which would be of great assistance in making the text more meaningful could be gained. The possibilities that children, if trained to use the techniques, might overcome the habit of skipping unknown words and ignoring the meaning of the sentences involved and that textbooks might become more easily understood and of more interest, were suggested by the study.

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Building the tests.

Two sets of tests were built, initial and delayed. The initial test was given in two different ways before any experimental teaching began. The delayed test which was given one month after the last teaching lesson, was also administered in two different ways. According to their uses, the initial tests henceforth will be called Test I or the initial test from recall of a single reading; Test II or the initial test with text available; Test III or delayed test from recall of a single reading; Test IV or delayed test with text available. The initial tests and delayed test were each made up of two types of contextual material, narration and sentence form. Because of the length, the sentence form was divided into several parts.

Test I Initial test from recall of a single reading.

A. Narration . . . . . .Section 1.

B. Sentence . . . . . .Section 2.

1. Parts A and B . . . . . .Section 2

2. Parts C,D, and E . . . . . .Section 3

Test II Initial Test with text available.

A. Narration . . . . . .Section 4

B. Sentence
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Parts C,D and E . . . . . .Section 6

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Test I Initial test from recall of a single reading.

A. Narration . . . . . .Section 1

B. Sentence . . . . . .Section 2

1. Parts A and B . . . . . .Section 3

2. Parts C,D, and E . . . . . .Section 3

Test II Initial Test with text available.

A. Narration . . . . . .Section 4

B. Sentence
Parts A and B . . . . . .Section 5
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Test III Delayed test from recall of a single reading.

A. Narration . . . . . Section 1

B. Sentence

1. Parts A and B . . . . . Section 2

2. Parts C,D, and E . . . . . Section 3

Test IV Delayed test with text available.

A. Narration . . . . . Section 4

B. Sentence

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2. Parts C,D,and E . . . . . Section 6

The twenty-two words which were the basis of the narrative sections were taken from the Grade VI Durrell-Sullivan Word List to be found in "The Improvement of Basic Reading Abilities" by Durrell, World Book Company, Yonkers-on-the-Hudson, New York, 1940.

There was no particular reason for the choice of these specific words other than the fact that they are sixth grade vocabulary and were believed to be unknown. For example, the word "career" suggested an idea for a story. Other words which might describe a character or a situation were sought.

Test III Delayed test from recall of a single reading.

A. Narration . . . . . Section

B. Sentence

1. Parts A and B . . . . . Section

2. Parts C,D, and E . . . . . Section

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The final list for the narrative part of the test comprised :

career	audacious	surmount
chink	etch	competent
jubilant	gala	haunt
desperation	hilarious	buoyancy
obvious	overwhelmed	anticipate
epistle	concerns	consciousness
absurd	semester	parental
	dispatch	

The story was developed from these words. The guide for the choice of theme or plot was the writer's years of teaching experience.

Within the narrative text, each of the eleven techniques for finding word meaning was used twice. Because word meaning was written into the story in these various ways, in places, the construction appears unnatural or stilted. Some of the techniques seldom appear in purely narrative texts.

A test of the knowledge of the meanings of the twenty-two words was devised. The style used was that of matching a word with its definition. This type was selected because it seems to be the most satisfactory way to test word meaning. The twenty-two words were divided into

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A test of the knowledge of the meanings of the twenty-two words was devised. The style used was that of matching a word with its definition. This type was selected because it seems to be the most satisfactory way to test word meaning. The twenty-two words were divided into

four groups of five or six words each. Each group was accompanied by six or seven definitions so that it was always necessary to choose between two or more answers in selecting the correct meaning.

The text of the second part of the initial test was made up of thirty-three isolated, unrelated sentences and constructed according to the same method previously described with the exception of a few sentences. These seven sentences were chosen from grade VI textbooks used in the schools where the experiment was to be conducted. Each technique for finding word meaning was used three times in composing or selecting the sentences. Again, the matching method was used for testing knowledge of the meaning of the thirty-three words. The words were divided into five groups of from five to eight words each,accompanied by six to nine definitions.

In the initial test, the story text plus the sentence text gave five opportunities to use each of the eleven techniques for finding word meaning.

The delayed tests were constructed in the same manner as the preliminary tests, and gave the same opportunity for use of the eleven techniques.

A third battery of check tests of the same length and type as the initial and delayed tests was constructed by following the same procedure previously described. These were for practice purposes only and their results were not

four group of five or six words each. Each group was accompanied by six or seven definitions so that it was always necessary to choose between two or more answers in selecting the correct meaning.

The text of the second part of the initial test was made up of thirty-three isolated, unrelated sentences and constructed according to the same method previously described with the exception of a few sentences. These sentences were chosen from grade VI textbooks used in the schools where the experiment was to be conducted. Each technique for finding word meaning was used three times in composing or selecting the sentences. Again, the matching method was used for testing knowledge of the meaning of the thirty-three words. The words were divided into five groups of from five to eight words each, accompanied by six to nine definitions.

In the initial test, the story text plus the sentence text gave five opportunities to see each of the eleven techniques for finding word meaning.

The delayed tests were constructed in the same manner as the preliminary tests, and gave the same opportunity for use of the eleven techniques.

A third battery of check tests of the same length and type as the initial and delayed tests was constructed by following the same procedure previously described. These were for practice purposes only and their results were not

used in the statistical study.

The definitions used in the tests were taken or adapted from :

1. Dictionary for Boys and Girls, Webster's Elementary Dictionary, American Book Co.,New York, 1935.

2. Thorndike Century Junior Dictionary, E.L.Thorndike, Scott,Foresman, New York, 1935.

3. Winston Simplified Dictionary for Schools, Shorter Edition, Brown,T.K., and Lewis,W.D.Editors, Winston, Chicago, 1937.

4. Webster's Collegiate Dictionary--Fourth Edition, Merriam Company, Springfield,Massachusetts, 1931.

Building Stories for Teaching Lessons.

Three teaching lessons for each technique were planned. The text for each of the thirty-three lessons was a story based upon five words chosen from the Durrell-Sullivan Word List for Grade VI. These stories were written in the same manner as were the longer ones for the preliminary and delayed tests. Only one technique was taught at a time, therefore, this technique appeared five times in each lesson text. Some of the paragraphs seem stilted in style because the technique used to express the word meaning is not really suitable for narration.

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In making the lists of words for the individual stories, the writer's long experience in teaching was the guide for the choice of theme or plot suggested by the words. A variety of subjects was sought : adventure, description, information, fairy tales, subjects of interest to boys and to girls. Stories for boys were used more often because of the fact that boys often find work of this type of less interest than girls.

Each story was accompanied by a five word matching test called a check test. There were always more than enough definitions to cover the answers in each test.

Method of Conducting the Experiment

Standard Testing of Groups.

Two sixth grades and two fifth grades of a departmental unit were chosen as the experimental group. Both fifth grades were instructed by one teacher, while another teacher taught the sixth grades. Three sixth grades and an equal number of fifth grade classes in another building made up the control groups. These control groups were tested by teachers under the guidance of the principal throughout the experiment.

The Otis Quick Scoring Intelligence Tests and the New Stanford Intermediate Reading Test,Form D, were

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administered by the principals of the two buildings to each child taking part in the work. The purposes of these tests were : to give a basis for judging intelligence and the ability to read; to give a basis for equating pupils. This phase of the work was carried out simultaneously in the two buildings during the month of November.

Administering Experimental Tests.

During the first two weeks of December, the initial tests were given. Their purposes were to determine the ability to find word meaning from context before any experimental teaching began, to give a basis upon which to judge whether this ability can be improved through instruction, and to have some foundation for judging the differences between the abilities of the sexes and between the abilities of the experimental and the control groups.

Because of the type of departmental program used in the experimental building, only three recitation periods per week could be devoted to the testing and teaching. The control group teachers arranged their testing periods to conform with those of the experimental group. Each child was allowed to finish each test to the best of his ability. No time limit was set, and periods were extended when necessary.

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Part of the outline of the batteries of tests is repeated here for more ready reference in reading the following paragraphs.

Test I Initial test from recall of a single reading.

A. Narration . . . . . .Section 1

B. Sentence

1. Parts A and B . . . . . Section 2

2. Parts C,D, and E . . . . . Section 3

Test II Initial tests with text available

A. Narration . . . . . .Section 4

B. Sentence

1.Parts A and B . . . . . .Section 5

2.Parts C,D and E . . . . . .Section 6

The narrative part of the initial test from recall of a single reading (test I A) was given during the first testing period. Children read the context once and placed the copies in their desks;immediately, they completed the matching test from recall of this single reading. When all pupils had completed this first test, the context was taken from their desks and the second matching test (test II A) was administered. This time the context was available for use as many times as was desired; in other words, the pupils"studied"the context

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A. Narration . . . . . .Section

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2. Parts C,D, and E . . . . . Section

Test II <u>Initial tests with text available</u>

A. Narration . . . . . .Section

B. Sentence

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to gain the definitions of the difficult words being tested.

During the second period, test I B-1 and test II B-1 were done in the same manner just described for the narrative parts of the tests. On the last day, tests I B-2 and II B-2 were completed. The same set of directions was adapted by teachers for all six sections of the batteries. The directions and the initial tests may be found in the appendix.

Teaching the Word Meaning Techniques

The experimental teaching for the experimental group began early in January. Three half hour periods per week were devoted to the experiment and two periods per week to the normal reading instruction. No experimental instruction was given to the control group. The methods of teaching reading which are normally used in that building were carried on with their usual number of reading periods.

A "Plan of Procedure for Teaching Lessons " and "Suggestions for Teaching the Units of the Experiment " were given to each experimental teacher. (See Appendix).

At the beginning of each lesson before any instruction was started, a preliminary test of recall of a single reading was given. This test covered the five words to be studied in the lesson. Its purpose was to call attention

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to the words and give the child a basis on which to judge the improvement in his skill to find word meaning by the specific technique being considered. Instruction in finding word meaning followed. Then a check test was done. This test was identical with the preliminary one. The child compared his results on the two tests. (See sample sheets).

Three teaching lessons for each of the eleven techniques were given. After the first three techniques or nine lessons had been completed, a check test based on all of the three techniques was given. No instructional work was done. The purpose of this test was to give practice in using the three techniques when they were unidentified in any manner. The text for this test was made up from sentences from text books. (See sample sheets). After techniques 4 through 8 were completed, a similar test on these units of work was given. After unit eleven was finished, a battery of tests (See Appendix) like the initial and delayed tests was given for practice only to the experimental and to the control groups. However, none of the preliminary or check tests were used in the statistical study. They served merely as practice for the groups.

One month after the last teaching lesson, the first week in May, the delayed tests were administered. They

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were of the same character as the initial tests and were carried out in the identical manner. The same set of teachers' directions were adapted to them. Their purposes were to ascertain how much skill in finding word meaning by the various techniques had been learned and retained by the experimental group, to what extent the control group had improved in the skills without instruction and to have some basis for study of the differences in improvement between the experimental and control groups and between sexes.

The delayed tests were also divided into six sections outlined again for ready reference, as follows :

Test III <u>Delayed test with recall of a single reading</u>.

A. Narration . . . . . .Section 1

B. Sentences

1. Parts A and B . . . . . .Section 2

2. Parts C,D and E . . . . . .Section 3

Test IV <u>Delayed test with text available</u>.

A. Narration . . . . . .Section 4

B. Sentences

1. Parts A and B . . . . . .Section 5

2. Parts C,D and E . . . . . .Section 6

During the final testing schedule, the delayed tests with recall of a single reading(test III-A) and the delayed test with text available(test IV-A) were given

were of the same character as the initial tests and were carried out in the identical manner. The same set of teachers' directions were adapted to them. Their purpose were to ascertain how much skill in finding word meaning by the various techniques had been learned and retained by the experimental group, to what extent the control group had improved in the skills without instruction and to have some basis for study of the differences in improvement between the experimental and control groups and between sexes.

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B. Sentences

1. Parts A and B . . . . . .Section

2. Parts C,D and E . . . . . .Section

Test IV Delayed test with text available.

A. Narration . . . . . .Section

B. Sentences

1. Parts A and B . . . . . .Section

2. Parts C,D and E . . . . . .Section

During the final testing schedule, the delayed test with recall of a single reading(test III-A) and the delayed test with text available(test IV-A) were given

the first day; the sections of the delayed test with recall of a single reading, test III-B-1, and with text available, test IV-B-1, followed the next day ; the last day the battery was completed with sections test III B-2 and test IV B-2.

Four total scores for each child were compiled; a total of the initial test with recall of a single reading ; another of the initial tests with text available ; a third of the delayed test with recall of a single reading ; a fourth of the delayed tests with text available. These total scores for tests I,II,III, and IV formed the basis of the statistical study of the experiment.

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CHAPTER III

Introduction

Studying the data

The original data was studied in three ways. The results of the entire grade VI experimental group were compared with those of the entire grade VI control group. The same was done with the entire grade V experimental and control groups. The experimental grade VI children were matched by mental age and reading ability with grade VI control children. The experimental grade V pupils were likewise matched with the control grade V pupils. The results of the work of these matched groups were studied. The results of the boys of the experimental grade VI were compared with those of the experimental grade VI girls. The same study was made of the results of the grade V experimental boys and girls, of the grade VI control boys and girls, and of the grade V control boys and girls.

In all three studies distributions, means, and standard deviations were found for the chronological and mental ages and for the average reading and word meaning scores on the New Stanford Reading Test : Form D.

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In all three studies distributions, means, and standard deviations were found for the chronological and mental ages and for the average reading and word meaning scores on the New Stanford Reading Test : Form D.

The differences between the scores on the delayed test with text available (test IV) and the initial test with text available (test II) were computed. These differences for the experimental and control groups were studied statistically and critical ratios found in order to determine whether or not any significant improvement in the use of skills had been made. Differences between the delayed test from recall of a single reading (test III) and the initial test from recall of a single reading(test I) treated in the same manner in order to see if there were any improvement in the techniques of finding word meaning when no time was allowed for actual study and the use of the techniques was incidental to the reading.

The percentages of pupils having perfect scores on both the delayed test from recall of a single reading (test III) and the delayed test with text available(test IV) were tabulated to aid in the drawing of conclusions.

Because of the results in grade V, a tabulation was made of all the standard tests' statistical items available for the children of this experimental group. The records of these children were arranged in descending order of the number of points of difference between the scores of test III and test I.

In matching experimental and control pupils, it was necessary to drop some of each group. A summary of the

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necessary to drop some of each group. A summary of the

means of the differences between scores on tests II and IV and on tests I and III for those students who were omitted, was compiled.

STUDY
OF
RESULTS AS ACHIEVED
BY THE
ENTIRE EXPERIMENTAL AND CONTROL GROUPS

Introduction

The first statistical study made was of the results of the entire grade VI experimental and control groups, and of the entire grade V experimental and control groups. No adjustment of pupil placement could be made for the experiment because of the type of school organization and program. The groups available were used as they were placed at the time by their regular promotion schedule. Therefore, the results of all the children's work were used.

Description of the Groups-Grades VI and V-Experimental and Control.

A description of the four groups is to be found in Tables I and II. The control group was younger chronologically and had higher mean mental ages (Table I and Figure I) than the experimental group in both grades VI and V. The reading ability of the control group was better than that of the experimental group(Table II and Figure II).

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The Mean Chronological Ages and Mean Mental Ages of All Pupils of Grades VI and V of the Experimental and Control Groups

Table I

Group	Grade	No.Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D. Months
Experi-mental	VI	56	144.48	23.19	143.73	22.44
Control	VI	91	141.48	27.69	148.77	33.48
Experi-mental	V	49	133.62	21.36	128.22	21.93
Control	V	78	127.86	15.78	135.93	30.36

The mean chronological age of grade VI of the experimental group was 144.48 months, with a standard deviation of 23.19 months. The mean chronological age of the grade VI of the control group was 141.48,with a standard deviation of 27.69 months.

The mean chronological age of grade V of the experimental group was 133.62,with a standard deviation of 21.36 months. The mean chronological age of grade V of the control group was 127.86,with a standard deviation of 15.78 months.

The mean mental age of grade VI of the experimental group was 143.73 months,with a standard deviation of 22.44 months. The mean mental age of Grade VI of the control group,148.77 months with a standard deviation of 33.48 months.

The mean mental age of grade V of the experimental group was 128.22 months with a standard deviation of 21.93 months. The mean mental age of grade V of the control group was 135.93 months, with a standard deviation of 30.36 months.

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Table I

Group	Grade	No. Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D. Months
Experimental	VI	86	144.46	23.19	145.73	22.44
Control	VI	91	141.48	27.69	148.77	23.48
Experimental	V	49	133.63	21.36	128.22	21.93
Control	V	78	127.88	16.78	132.92	20.36

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The mean chronological age of grade V of the experimental group was 133.63,with a standard deviation of 21.36 months. The mean chronological age of grade V of the control group was 127.88,with a standard deviation of 16.78 months.

The mean mental age of grade VI of the experimental group was 145.73 months,with a standard deviation of 22.44 months. The mean mental age of Grade VI of the control group,148.77 months with a standard deviation of 23.48 mon
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The Mean Average Reading Score and the Mean Word Meaning Score on the Stanford Intermediate Reading Test: Form D-of All Pupils of Grades VI and V of the Experimental and Control Groups.

Table II

Group	Grade	No.Cases	Mean Average Reading	S.D.	Mean Word Meaning	S.D.
Experi-mental	VI	59	57.96	11.60	58.47	12.94
Control	VI	94	59.72	15.23	59.97	15.44
Experi-mental	V	49	50.07	15.52	51.17	11.53
Control	V	84	53.07	12.97	53.77	6.40

Table II shows the mean average reading score on the Stanford Intermediate Reading Test for grade VI of the experimental group to be 57.96 with a standard deviation of 11.60. The mean average reading score for grade VI of the control group was 59.72 with a standard deviation of 15.23.

The mean average reading score for grade V of the experimental group was 50.07 with a standard deviation of 15.52. The mean average reading score for grade V of the control group was 53.07 with a standard deviation of 12.97.

The mean word meaning score on the same test for grade VI of the experimental group was 58.47 with a standard deviation of 12.94. The mean word meaning score for grade VI of the control group was 59.97 with a standard deviation of 15.44.

The mean word meaning score for grade V of the experimental group was 51.17 with a standard deviation of 11.53. The mean word meaning score of grade V of the control group was 53.77 with a standard deviation of 6.40.

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Group	Grade	No. Cases	Mean Average Reading	S.D.	Mean Word Meaning	S.D.
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Control	VI	94	59.72	16.23	59.97	16.44
Experimental	V	49	50.07	16.52	51.17	11.53
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Figure I pictures the distributions and means of the mental ages of grades VI and V of both the experimental and control groups. The approximate percentages of each group of each age are represented on the several bars. The shaded sections of the bars represent the experimental group; the white parts, the control group. The mean mental age of the grade VI experimental group was 143.73 months; of the grade VI control group, 148.77 months; of the experimental grade V group, 128.22 months,and of the control grade V group, 135.93 months.

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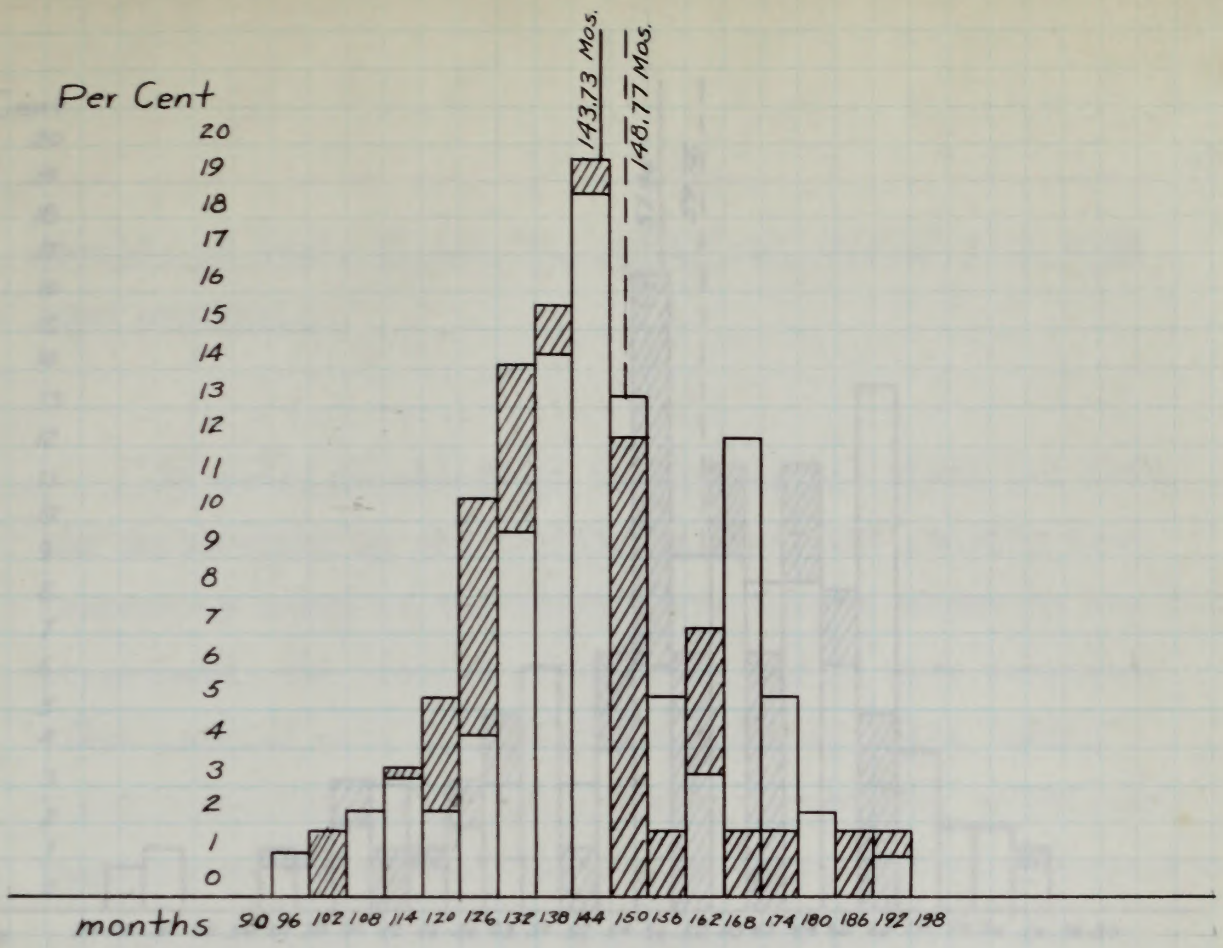
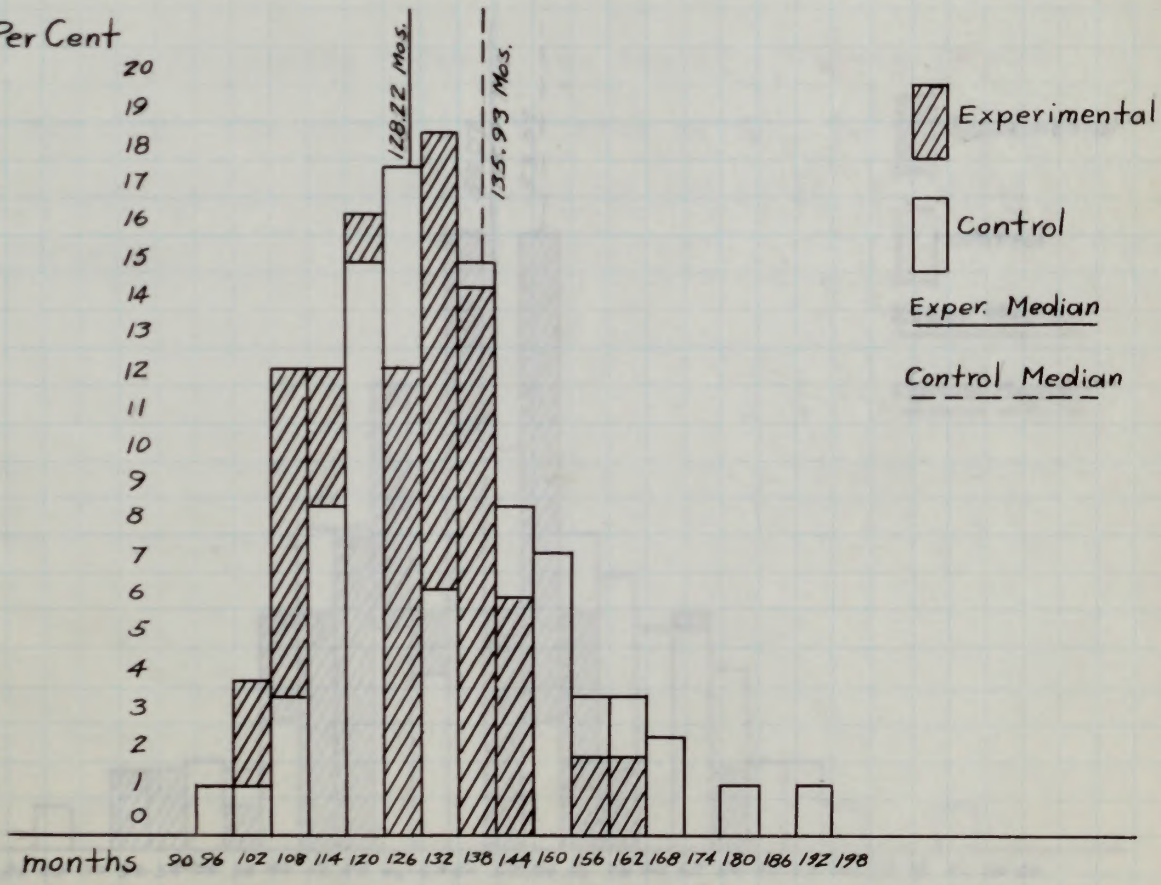
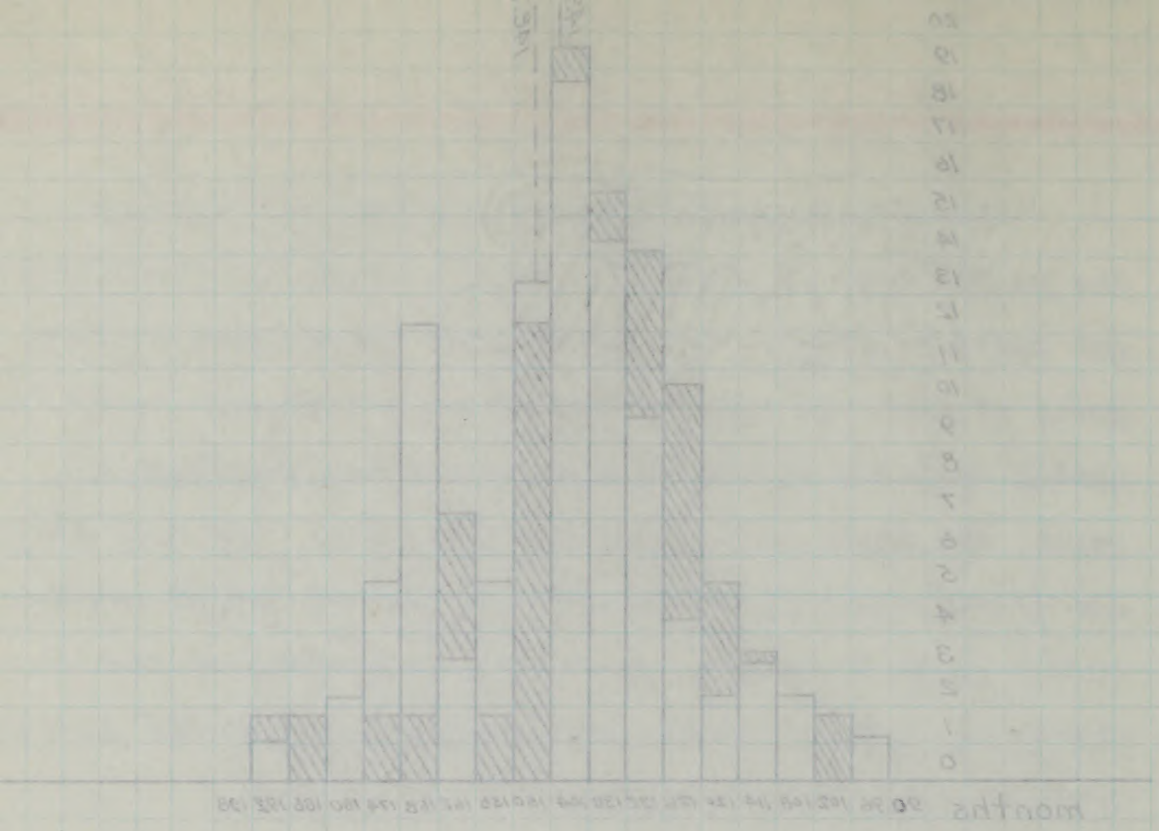


Distribution of Mental Ages of Grade VI of Experimental and Control Groups

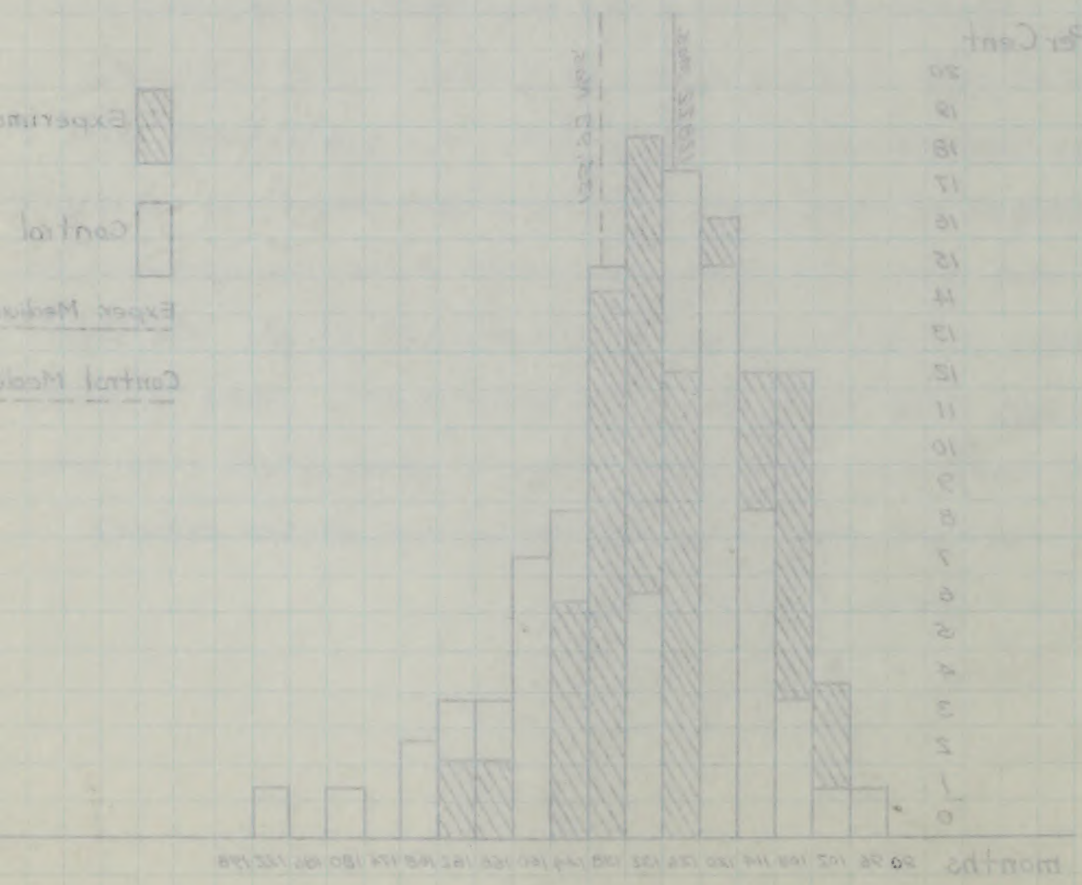


Distribution of Mental Ages of Grade V of Experimental and Control Groups

Figure 1

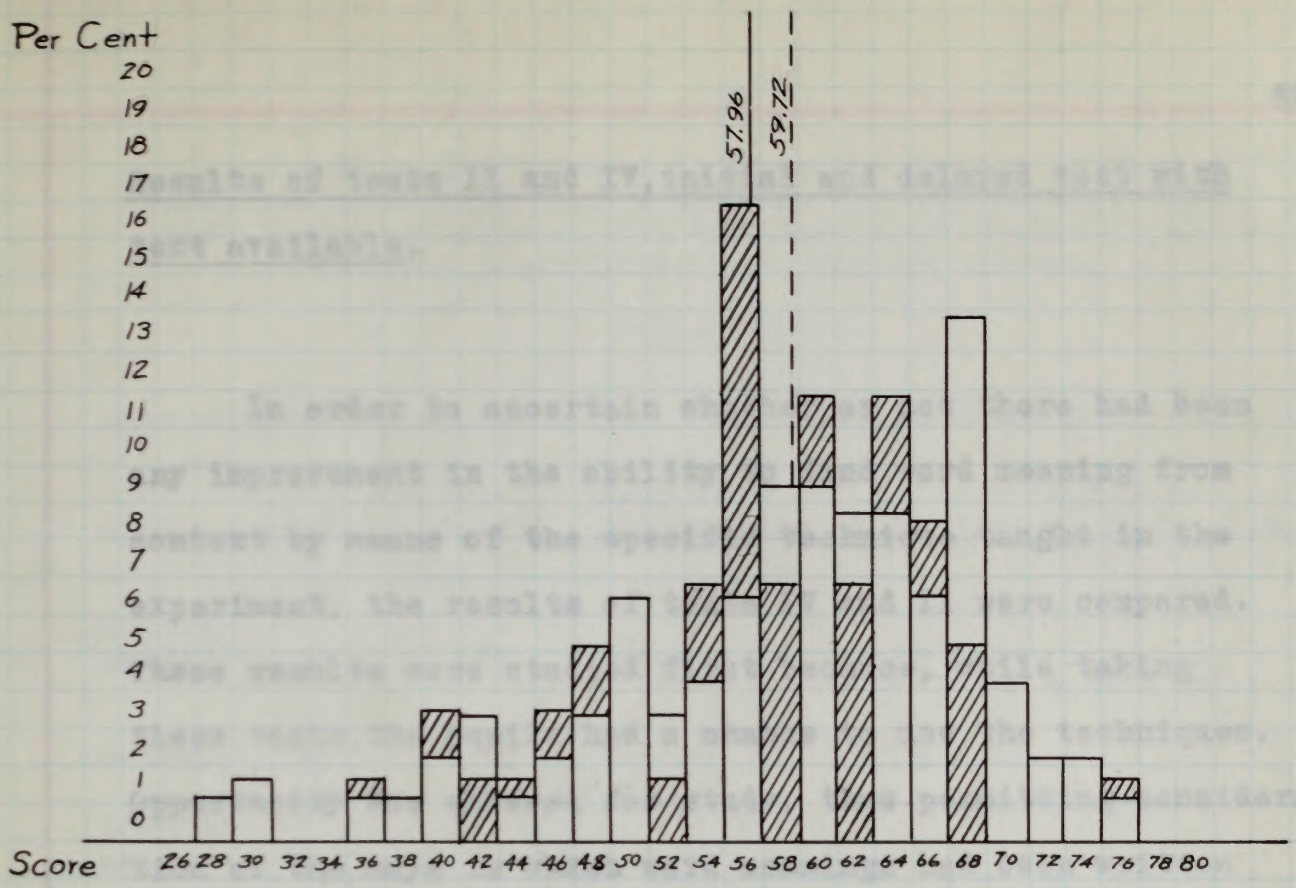


Distribution of Mental Ages of Grade VI of Experimental and Control Groups

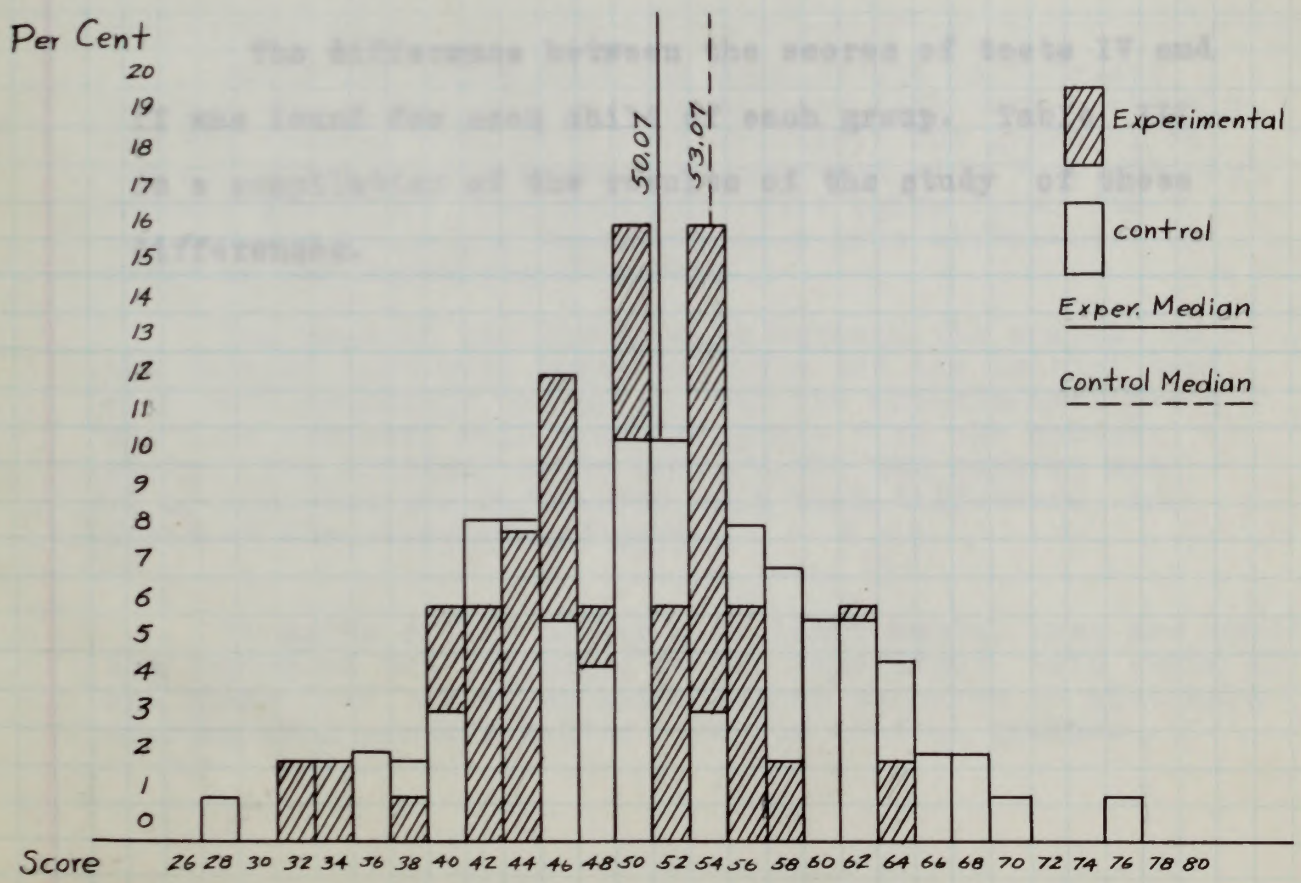


Distribution of Mental Ages of Grade X of Experimental and Control Groups

Figure 1

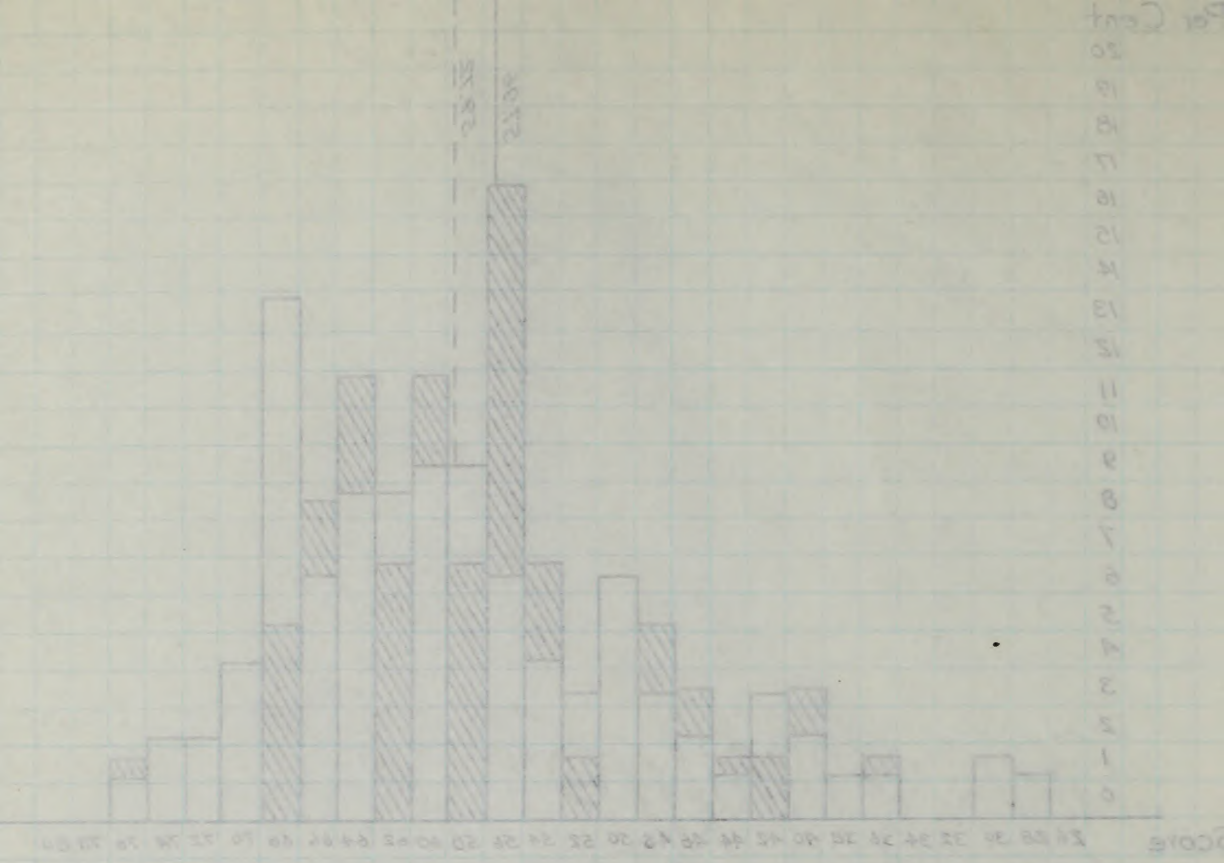


Distributions of Average Reading Scores of grade VI Experimental and Control Groups



Distributions of Average Reading Scores of Grade V Eperimental and Control Groups

Figure 2



Results of tests II and IV, initial and delayed test with text available.

In order to ascertain whether or not there had been any improvement in the ability to find word meaning from context by means of the specific technique taught in the experiment, the results of tests IV and II were compared. These results were studied first because, while taking these tests, the pupils had a chance to use the techniques. Opportunity was allowed for study, thus permitting consideration of the ways in which word meanings had been written into the context.

The difference between the scores of tests IV and II was found for each child of each group. Table III is a compilation of the results of the study of these differences.

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The difference between the scores of tests IV and II was found for each child of each group. Table III is a compilation of the results of the study of these differences.

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available of All the Pupils of Grades VI and V of the Experimental and Control Groups.

Table III

Group	Grade	No.of Cases	Mean of Differences	S.D.	S.E.	Dif.S.E. m. Dif.	C.R.
Experimental	VI	55	6.60	10.02	1.35	2.74	1.80 1.52
Control	VI	76	3.86	10.36	1.19		
Experimental	V	41	9.54	14.32	2.24	2.90	2.78 1.04
Control	V	71	6.64	13.82	1.64		

Table III shows that the mean of the differences between the scores of the delayed test with text available and the initial test with text available for grade VI of the experimental group was 6.60 compared with 3.86 for the control grade VI. The critical ratio being 1.52, the chances are 93 in 100 that this is a true difference in favor of the experimental group.

The mean of the differences between the scores of the delayed test with text available and the initial test with text available for grade V of the experimental group was 9.54 compared with 6.64 for grade V of the control group. The critical ratio being 1.04, the chances are 85 in 100 that the difference is a true difference in favor of the experimental group.

In spite of the handicap of lower mental ages and reading scores at the beginning of the experiment, both grade VI and grade V of the experimental group appeared to find word meaning from context better than the control groups.

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available of All the Pupils of Grades VI and V of the Experimental and Control Groups.

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In spite of the handicap of lower mental ages and rea ing scores at the beginning of the experiment, both grade V and grade V of the experimental group appeared to find word meaning from context better than the control groups.

Results of Test I and III, initial and delayed tests from recall of a single reading.

The next set of data considered was that made up of the scores of tests I and III. These results were studied to learn whether or not there had been any improvement in finding meaning from context when the use of the specified techniques had to be more or less subconscious. When only one reading was allowed, no time for minute consideration of word meaning was available. The pupils' mind was considered with the plot of the story, the mechanics of reading as well as with the mental pronunciation and the meaning of new and unknown words. The search for meaning of the unknown words was incidental.

Results of Test I and III. Initial and delayed tests from recall of a single reading.

The next set of data considered was that made up of the scores of tests I and III. These results were studied to learn whether or not there had been any improvement in finding meaning from context when the use of the specified techniques had to be more or less unconscious. When only one reading was allowed, no time for minute consideration of word meaning was available. The pupils' mind was considered with the plot of the story, the mechanics of reading as well as with the mental pronunciation and the meaning of new and unknown words. The search for meaning of the unknown words was incidental.

The Mean Differences in the Scores of the Delayed Tests from Recall of a Single Reading and the Initial Test from Recall of a Single Reading for All Pupils of Grades VI and V of the Experimental and Control Groups

Table IV

Group	Grade	No.of Cases	Mean of Differences	S.D.	S.E. Mean	Dif. Mean	S.E. Dif. Mean	C.R.
Experimental	VI	55	13.51	8.5	1.11	2.23	1.47	2.04
Control	VI	76	11.28	8.46	.97			
Experimental	V	41	10.22	8.99	1.40	4.05	1.96	2.06
Control	V	71	14.27	11.58	1.37			

The mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for grade VI of the experimental group was 13.51 compared with 11.28 for grade VI of the control group. The critical ratio being 2.04, the chances are 98 in 100 that the difference is a true difference in favor of the experimental group.

The mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for grade V of the experimental group was 10.22 compared with 14.27 for grade V of the control group. The critical ratio being 2.06, the chances are 98 in 100 that this is a true difference in favor of the control group.

The experimental grade VI again appears to have overcome the original handicap of lower mental age and reading ability. The experimental grade V results showed less improvement than that made by the control group.

The Mean Differences in the Scores of the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading for All Pupils of Grades VI and V of the Experimental and Control Groups

Table IV

Group	Grade	No. of Cases	Mean of Differences	S.D.	S.E. Mean	Diff. Mean	S.E. Diff. Mean
Experimental	VI	58	13.81	8.5	1.11	2.53	1.47
Control	VI	76	11.28	8.46	.97		
Experimental	V	41	10.22	8.99	1.40	4.06	1.96
Control	V	71	14.27	11.68	1.37		

The mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for grade VI of the experimental group was 13.81 compared with 11.28 for grade VI of the control group. The critical ratio being 2.04, the chances are 98 in 100 that the difference is a true difference in favor of the experimental group.

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Results of experimental Grade V on Tests I and III, initial and delayed tests with context available.

The experimental grade V results were retabulated to see if any statistical factor could be found that would give the reason for the apparent lack of improvement in the ability of this group. The scores were arranged with those of the pupils having the greatest gain between tests I and III at the top and descended to those who made no gain and on down through those who made losses. The sex of each child, the results of the Otis Quick Scoring Intelligence Test and the results of the three phases of the Stanford Intermediate Reading Test:Form D were listed beside the test differences.

Table V gives this retabulation...No cause which could be found statistically appeared. Those having the greater gain had no other factor in common. Those having losses had no common characteristic.

The administration of the experiment, its character, the class attitude, and the ease or difficulty of the problem for the class were discussed with the teacher. The only clue to the lack of improvement which appeared was that a few of the class seemed confused by the subtlety of some of the techniques.

Table V is a retabulation of all the standard test data available for the experimental grade V group. The data is arranged in descending order of number of points of difference between the scores of the delayed and initial tests from recall of a single reading. Sex,mental ages, intelligence quotients, and reading scores are shown for each pupil.

Results of experimental Grade V on Tests I and III, initial and delayed tests with content available.

The experimental grade V results were tabulated to see if any statistical factor could be found that would give the reason for the apparent lack of improvement in the ability of this group. The scores were arranged with those of the pupils having the greatest gain between tests I and III at the top and descended to those who made no gain and on down through those who made losses. The sex of each child, the results of the Otis Quick Scoring Intelligence Test and the results of the three phases of the Stanford Intermediate Reading Test:Form D were listed beside the test differences.

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Table V is a tabulation of all the standard test data available for the experimental grade V group. The data is arranged in descending order of number of points of difference between the scores of the delayed and initial tests from the small of a single reading. Sex, mental ages, intelligence quotients, and reading scores are shown for each pupil.

Standard Test Data for Grade V Experimental Pupils Arranged by Points of Difference Between Scores of Delayed and Initial Tests from Recall of a Single Reading

Table V

	Delayed minus Intial		Otis Quick Scoring Intel.		New Stanford Intermediate Reading: Form D								
					Average Reading			Word Meaning			Paragraph Meaning		
Pupil	Points of Difference	Sex	M.A.	I.Q.	Score	Age	Grade	Score	Age	Grade	Score	Age	Grade
1	27	B	11-8	103	55½	11-0	VI-0	57	10-10	V-8	54	10-10	V-8
2	25	B	9-7	94	40	9-2	IV-2	41	9-1	IV-1	39	9-1	IV-1
3	25	G	10-3	100	54½	10-11	V-9	60	11-10	VI-9	49	10-2	V-1
4	23	G	9-7	86	52½	10-7	V-6	56	10-2	V-1	49	10-2	V-1
5	23	B	9-0	75	44½	9-7	IV-6	49	9-2	IV-2	40	9-2	IV-2
6	20	B	9-3	91	46½	9-10½	IV-8	43	9-6	IV-5	50	10-3	V-3
7	20	G	10-8	102	49½	10-3	V-2	53	10-8	V-7	46	9-9	IV-8
8	18	G	11-0	113	56½	11-3	VI-2	59	11-8	VI-6	54	10-10	V-8
9	17	B	9-10	91	46½	9-10	IV-8	45	9-8	IV-7	48	10-0	V-0
10	16	B	8-7	72	46	9-9	IV-8	48	10-0	V-0	44	9-7	IV-6
11	16	G	11-6	112	49½	10-3	V-2	51	10-0	V-0	48	10-0	V-0
12	16	G	10-5	85	58½	11-6	VI-5	60	11-10	VI-8	57	11-4	VI-3
13	14	B	12-2	112	57½	11-4	VI-3	59	11-8	VI-6	56	11-2	VI-1
14	14	G	12-2	112	47½	10-0	V-0	48	10-0	V-0	47	9-11	IV-9
15	13	B	11-6	108	54½	10-11	V-9	59	11-8	VI-6	50	10-3	V-3
16	13	B	11-8	103	54½	10-11	V-9	54	10-10	V-8	55	11-0	VI-0
17	13	G	11-0	100	55½	11-1	VI-0	54	10-10	V-8	57	11-4	VI-3
18	12	B	10-3	87	44½	9-7	IV-6	43	9-6	IV-5	46	9-9	IV-8
19	12	G	13-4	119	56½	11-3	VI-2	59	11-8	VI-6	54	10-10	V-8
20	12	G	9-10	95	42	9-5	IV-4	42	9-5	IV-4	42	9-5	IV-4
21	10	B	10-0	99	62	12-3	VII-2	62	12-3	VII-2	62	12-3	VII-2
22	10	B	10-1	88	50½	10-4	V-3	51	10-5	V-4	50	10-3	V-3
23	10	B	11-6	93	50½	10-4	V-3	43	9-6	IV-5	58	11-5	VI-4
24	10	G	11-2	106	62	12-3	VII-2	63	12-5	VII-5	61	12-0	VII-6
25	9	B	12-2	112	62	12-3	VII-2	70	14-1	IX-3	54	10-10	V-8
26	9	G	11-8	104	55½	11-1	VI-0	55	11-0	VI-0	56	11-2	VI-1
27	8	B	9-5	92	43½	9-6	IV-5	41	9-3	IV-3	46	9-9	IV-8
28	7	G	10-8	100	54	10-10	V-8	51	10-5	V-4	57	11-4	VI-3
29	7	G	10-1	95	41	9-3	IV-3	42	9-5	IV-4	40	9-2	IV-2
30	5	B	13-6	117	64	12-8	VII-6	65	12-10	VII-9	63	12-5	VII-5
31	4	G	10-10	102	50½	10-4	V-3	53	10-8	V-7	48	10-0	V-0
32	2	G	10-3	87	36½	8-10	III-8	33	8-6	III-5	40	9-2	IV-2
33	2	B	11-2	101	50½	10-4	V-3	53	10-8	V-7	48	10-0	V-0
34	-1	B	11-0	95	46	9-9	IV-8	48	10-0	V-0	44	9-7	IV-6
35	-1	G	11-4	100	47	9-11	IV-9	47	9-11	IV-9	47	9-11	IV-9
36	-2	G	9-5	88	48	10-0	IV-0	49	10-2	V-1	47	9-11	IV-9
37	-2	B	8-10	67	32½	8-6	III-5	43	8-6	III-5	43	8-5	III-4
38	-2	B	9-0	79	46	9-8	IV-7	47	9-11	IV-9	43	9-6	IV-5
39	-3	B	9-7	97	51	10-5	V-4	54	10-10	V-8	48	10-0	V-0
40	-7	B	11-4	109	51½	10-5	V-4	43	9-6	IV-5	60	11-10	VI-8
41	-15	G	11-2	104	50½	10-4	V-3	55	11-0	VI-0	46	9-9	IV-8

Standard Test Data for Group V Experimental Pupils Arranged by Points of Difference Between Scores of Delayed and Initial Tests from Recall of a Single Reading

Table V

Pupil	Points of Difference	Sex	M.A.	I.Q.	Otis Quick Scores Total	Delayed minus Initial	Average Reading Score	Average Reading Age	Average Reading Grade	Arm Reading Score	Arm Reading Age	Arm Reading Grade	Paragraph Meaning Score	Paragraph Meaning Age	Paragraph Meaning Grade
						New Stanford Intermediate Reading Form D									
1	27	B	11-8	103	35½	11-0	12-0	11-0	5.7	10-10	12-8	54	10-10	12-8
2	25	B	9-7	94	40	9-2	12-2	9-1	41	9-1	12-1	39	9-1	12-1
3	25	G	10-3	100	34½	10-11	12-2	8.6	11-10	12-9	46	10-2	12-1
4	23	G	9-7	80	37½	10-7	12-6	12.6	10-2	12-1	49	10-2	12-1
5	23	B	9-0	75	44½	10-7	12-6	4.9	9-2	12-2	46	9-4	12-2
6	20	B	9-3	91	49½	9-6½	11-8	4.3	9-6	12-5	50	10-3	12-3
7	20	G	10-8	102	49½	10-3	12-2	5.5	10-8	12-7	46	9-9	12-8
8	18	G	11-0	113	35½	11-3	12-2	5.9	11-8	12-6	54	10-10	12-8
9	17	B	9-10	121	45½	9-10	11-8	4.6	9-8	11-7	46	9-6	12-6
10	16	B	8-7	72	44	9-9	11-8	4.8	10-6	12-0	44	9-7	12-4
11	16	G	11-4	112	42½	10-3	12-2	5.1	10-0	12-0	44	10-0	12-0
12	16	G	10-5	86	38½	11-4	11-6	5.0	11-10	12-8	57	11-4	12-9
13	14	B	10-4	112	37½	11-4	12-3	5.4	11-8	12-6	56	11-2	12-1
14	14	G	12-2	112	41½	10-6	12-0	4.8	10-0	12-0	47	9-11	12-9
15	13	B	11-6	108	40½	10-11	12-9	5.9	11-8	12-6	55	10-3	12-5
16	13	B	11-6	109	34½	10-11	12-2	5.4	10½	12-8	55	11-0	12-0
17	13	G	11-0	108	33½	11-1	12-1	5.4	10-10	12-8	57	11-4	12-3
18	12	B	10-3	87	44½	9-12	12-6	4.5	9-6	12-5	46	9-9	12-0
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20	12	G	10½	93	42	9-6	12-4	4.2	9-6	12-4	42	9-5	12-4
21	10	B	10-0	79	46	12-3	12-12	6.2	12-3	12-12	62	12-3	12-12
22	10	B	10-1	88	30½	10-4	12-3	5.1	10-5	12-4	50	10-1	12-3
23	10	B	11-6	92	31½	10-4	12-3	4.3	9-6	12-5	58	11-5	12-4
24	10	G	11-2	106	42	12-3	12-12	6.3	12-5	12-12	61	12-0	12-6
25	9	B	12-2	112	42	12-3	12-12	7.0	14-1	12-3	54	10-10	12-8
26	9	G	11-8	104	33½	11-1	12-0	5.5	11-0	12-0	56	11-2	12-1
27	8	B	9-5	92	43½	9-8	12-3	4.1	9-3	12-3	44	9-6	12-3
28	7	G	10-8	100	34	10-10	12-8	5.1	10-2	12-4	57	11-4	12-3
29	7	G	10-1	98	41	9-3	12-3	4.3	9-5	12-4	46	9-2	12-2
30	5	B	12-6	112	46	12-8	12-10	6.5	12-10	12-12	63	12-5	12-5
31	4	G	10-10	102	30½	10-4	12-3	5.3	10-8	12-7	48	10-0	12-0
32	2	G	10-3	83	36½	12-10	12-12	7.3	14-1	12-5	46	9-2	12-2
33	2	B	11-2	101	30½	10-4	12-3	5.3	10-8	12-7	48	10-0	12-0
34	-1	B	11-6	85	46	9-9	12-8	4.8	10-0	12-0	44	9-7	12-6
35	-1	G	11-4	100	47	9-11	12-9	4.7	9-11	12-9	47	9-11	12-9
36	-2	G	9-5	88	40	10-0	12-0	4.9	10-2	12-1	47	9-11	12-9
37	-2	B	8-10	87	32½	8-6	12-3	4.3	8-6	12-3	43	8-5	12-4
38	-2	B	9-0	79	45	9-8	12-7	4.7	9-11	12-9	43	9-6	12-3
39	-3	B	9-7	91	34	10-5	12-4	5.4	10-10	12-6	48	10-0	12-0
40	-7	B	11-4	108	37½	10-5	12-4	4.3	9-6	12-5	60	11-10	12-8
41	-10	G	11-2	104	30½	10-4	12-3	5.5	11-0	12-0	46	9-9	12-8

Inadequacy of the delayed tests

Because the delayed tests , III and IV, appeared to be too easy to measure the ability to find word meaning from context by use of the eleven techniques taught, a study of the results of tests III and IV was made. Many of the sixth grade pupils achieved perfect scores on these two tests. With the exception of the results on test three, III, for the experimental grade V , a number of perfect scores were also found among the fifth grade results. The test had too low a ceiling and could not be considered a good measure of the ability except in the one instance noted for grade V.

Table VI is a summary of the perfect scores attained in all four groups.

Inadequacy of the delayed tests

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Table VI is a summary of the perfect scores attained in all four groups.

The Percentages of All the Pupils Having Perfect Scores on the Delayed Test from Recall of a Single Reading and on the Delayed Test with Text Available for Grades VI and V of the Experimental and Control Groups.

Table VI

Delayed Test	Group	Grade	No.of Cases	No.of Perfect Scores	% Perfect Scores
Recall of Single Reading	Exper.	VI	55	6	10.91
	Control	VI	88	12	13.61
Text Available	Exper.	VI	55	13	23.64
	Control	VI	88	26	29.55
Recall of Single Reading	Exper.	V	47	0	0
	Control	V	76	7	9.21
Text Available	Exper.	V	47	3	6.38
	Control	V	76	16	21.05

On the delayed test from recall of a single reading, 10.91% of grade VI of the experimental group made perfect scores compared with 13.61% of grade VI of the control group. In grade V of the experimental group no pupil made a perfect score compared with 9.21% of the control grade V.

On the delayed test with text available, 23.64% of the experimental grade VI made perfect scores compared with 29.55% of the control group. In grade V of the experimental group, 6.38% had perfect scores compared with 21.05% of grade V of the control group.

The Percentages of All the Pupils Having Perfect Scores on the Delayed Test from Recall of a Single Reading and on the Delayed Test with Text Available for Grades VI and V of the Experimental and Control Groups.

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Delayed Test	Group	Grade	No. of Cases	No. of Perfect Scores	% Perfect Scores
Recall of Single Reading	Exper.	VI	55	6	10.91
	Control	VI	88	12	13.61
Text Available	Exper.	VI	55	12	22.64
	Control	VI	88	26	29.55
Recall of Single Reading	Exper.	V	47	0	0
	Control	V	76	7	9.21
Text Available	Exper.	V	47	3	6.38
	Control	V	76	16	21.05

On the delayed test from recall of a single reading, 10.91% of grade VI of the experimental group made perfect scores compared with 13.61% of grade VI of the control group. In grade V of the experimental group no pupil made a perfect score compared with 9.21% of the control grade V.

On the delayed test with text available, 22.64% of the experimental grade VI made perfect scores compared with 29.55% of the control group. In grade V of the experimental group, 6.38% had perfect scores compared with 21.05% of grade V of the control group.

Study

of

Results as Achieved

by

Pairs of Matched Pupils

from the

Experimental and Control Groups

Study

of

Results as Achieved

by

Pairs of Matched Pupils

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Experimental and Control Groups

Introduction

No great statistically significant differences were found in the study of the results of the entire grades VI and V experimental and control data. The control groups in their entirety had higher mental ages and higher reading scores than the experimental groups. The experimenter felt that if the groups had been more evenly matched in mental age and reading ability perhaps more significant differences might have occurred. Therefore, it was decided to try to select from the entire experimental and control data pairs of pupils as near evenly matched in mental age and reading ability as possible. It was hoped to find statistically significant differences.

Forty-five of the experimental grade VI pupils were matched with forty-five from the control grade VI. Ten of the experimental group had to be dropped because of inability to find pupils in the control group who matched them. The experimental group, being the smaller, made it necessary to drop 31 of the control grade VI.

Thirty-four of the experimental grade V group were matched in the same manner with thirty-four of the control grade V group. Seven experimental and 37 control pupils were omitted for the same reasons as were the grade VI students.

The mean differences in scores on tests I and III, initial and delayed tests from recall of a single reading, of the students dropped may be found in Table VII.

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Introduction

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Forty-five of the experimental grade VI pupils were matched with forty-five from the control grade VI. Ten of the experimental group had to be dropped because of inability to find pupils in the control group who matched them. The experimental group, being the smaller, made it necessary to drop 21 of the control grade VI.

Thirty-four of the experimental grade V group were matched in the same manner with thirty-four of the control grade V group. Seven experimental and 37 control pupils were omitted for the same reasons as were the grade VI students.

The mean differences in scores on tests I and III, initial and delayed tests from recall of a single reading, of the students dropped may be found in Table VII.

The Mean Differences Between Scores on the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading for Pupils Dropped in Matching.

Table VII

Initial and Delay Test Differences	Group	Grade	No. Cases Dropped	Mean of Scores Dropped
From Recall of Single Reading	Exper.	VI	10	12.10
	Control	VI	31	9.32
With Text Available	Exper.	VI	10	5.70
	Control	VI	31	1.68
From Recall of Single Reading	Exper.	V	7	7.44
	Control	V	37	13.22
With Text Available	Exper.	V	7	9.00
	Control	V	37	6.38

The mean differences between scores on delayed and initial tests as achieved by pupils who were dropped in the process of selecting groups of children matched in ability are compiled in Table VII.

The mean difference between scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for the experimental grade VI children who were dropped was 12.10,and for the control grade VI children omitted, 9.32. For the experimental grade V pupils dropped,it was 7.44 compared with 13.22 for the control grade V pupils omitted.

The mean difference between scores of the delayed test with text available and the initial test with text available for the experimental grade VI pupils who were dropped was 5.70 and for the control grade VI pupils omitted 1.61. For the experimental grade V pupils dropped, the mean difference between scores was 9.00 compared with 6.38 for the control grade V group omitted.

The Mean Differences Between Scores on the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading for Pupils Dropped in Matching.

Table VII

Initial and Delay Test Differences	Group	Grade	No. Dropped	Mean Score Dropped
From Recall of	Exper.	VI	10	12.10
Single Reading	Control	VI	31	9.32
With Text	Exper.	VI	10	6.70
Available	Control	VI	31	1.68
From Recall of	Exper.	V	7	7.44
Single Reading	Control	V	37	12.22
With Text	Exper.	V	7	9.00
Available	Control	V	37	6.38

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group omitted.

The mean of the differences in scores of the experimental pupils dropped was higher in each case except that of grade V, test III minus test I. It is to be regretted that all experimentals could not have been matched.

Description of the groups of matched pupils.

As has been stated, the pupils in the matched groups were paired on the basis of their mental ages and reading scores. In both the grade VI and grade V groups, there was less than one month's difference between the mean chronological ages and the mean mental ages of the experimental and control matched pairs. The mean average reading scores and the mean word meaning scores of the matched experimental and control pairs differed by less than one point.

Tables VIII and IX give descriptions of these matched groups.

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Tables VIII and IX give descriptions of these matched groups.

The Mean Chronological and Mean Mental Ages of Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table VIII

Group	Grade	No. Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D. Months
Experimental	VI	45	142.44	20.70	143.52	24.18
Control	VI	45	141.96	22.68	144.18	23.70
Experimental	V	34	128.82	15.36	131.46	23.82
Control	V	34	128.28	13.20	130.74	21.84

Forty-five grade VI pupils of the experimental group were matched with forty-five grade VI children of the control group. Thirty-four children of grade V were also paired.

The mean chronological age of the forty-five experimental grade VI pupils was 142.44 months with a standard deviation of 20.70 months. The mean chronological age of the forty-five control grade VI children was 141.96 months with a standard deviation of 22.68 months.

The mean chronological age of the thirty-four fifth grade pupils of the experimental group was 128.82 months with a standard deviation of 15.36 months. The mean chronological age of the thirty-four grade V control pupils was 128.82 months with a standard deviation of 13.20 months.

The mean chronological age of the grade VI of the experimental group was 143.52 months with a standard deviation of 24.18 months. For the sixth grade of the control group, the mean mental age was 144.18 with a standard deviation of 23.70 months.

The mean mental age of the fifth grade of the experimental group was 131.46 months with a standard deviation of 23.82 months. For the control group of fifth grade children, the mean mental age was 130.74 with a standard deviation of 21.84 months.

The Mean Chronological and Mean Mental Ages of Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table VIII

Group	Grade	No. Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D. Months
Experimental	VI	45	142.44	20.70	143.52	24.18
Control	VI	45	141.96	22.68	144.18	23.70
Experimental	V	34	128.82	15.66	131.46	22.82
Control	V	34	129.28	13.20	130.74	21.84

Forty-five grade VI pupils of the experimental group were matched with forty-five grade VI children of the control group. Thirty-four children of grade V were also paired.

The mean chronological age of the forty-five experimental grade VI pupils was 142.44 months with a standard deviation of 20.70 months. The mean chronological age of the forty-five control grade VI children was 141.96 months with a standard deviation of 22.68 months.

The mean chronological age of the thirty-four fifth grade pupils of the experimental group was 128.82 months with a standard deviation of 15.66 months. The mean chronological age of the thirty-four control grade V pupils was 129.28 months with a standard deviation of 13.20 months.

The mean chronological age of the grade VI of the experimental group was 142.52 months with a standard deviation of 24.18 months. For the sixth grade of the control group, the mean mental age was 144.18 with a standard deviation of 23.70 months.

The mean mental age of the fifth grade of the experimental group was 131.46 months with a standard deviation of 22.82 months. For the control group of fifth grade children the mean mental age was 130.74 with a standard deviation of 21.84 months.

The Mean Average Reading Scores and the Mean Word Meaning Scores on the Stanford Intermediate Reading Test : Form D as Achieved by Matched Pairs of Pupils from Grades VI and V of the Experimental and Control Groups.

Table IX

Group	Grade	No.Cases	Mean Ave.Read	S.D.	Mean Word Mean	S.D.
Experimental	VI	45	57.76	17.84	58.92	19.24
Control	VI	45	58.32	18.36	58.56	17.72
Experimental	V	34	52.00	13.72	52.72	16.04
Control	V	34	52.60	12.20	53.16	14.80

The mean average reading scores and the mean word meaning scores on the Stanford Intermediate Reading Test : Form D as achieved by matched pupils from grades VI and V of the experimental and control groups are listed in Table IX.

The mean average reading score for the grade VI experimental group was 57.76 with a standard deviation of 17.84. The mean average reading score for the control group of grade VI was 58.32 with a standard deviation of 18.36.

For the experimental grade V, the mean average reading score was 52.00 with a standard deviation of 13.72 compared with 52.60 and a standard deviation of 12.20 for the control grade V.

The Mean Average Reading Scores and the Mean Word Meaning Scores on the Stanford Intermediate Reading Test : Form D as Achieved by Matched Pairs of Pupils from Grades VI and V of the Experimental and Control Groups.

Table IX

Group	Grade	No.Cases	Mean Ave.Read	S.D.	Mean Word Mean	S.D.
Experimental	VI	45	57.76	17.84	58.92	19.24
Control	VI	45	58.32	18.36	58.56	17.72
Experimental	V	34	52.00	13.72	52.72	16.04
Control	V	34	52.60	12.20	53.16	14.80

The mean average reading scores and the mean word meaning scores on the Stanford Intermediate Reading Test : Form D as achieved by matched pupils from grades VI and V of the experimental and control groups are listed in Table

The mean average reading score for the grade VI experimental group was 57.76 with a standard deviation of 17.84. The mean average reading score for the control group of grade VI was 58.32 with a standard deviation of 18.36.

For the experimental grade V, the mean average reading score was 52.00 with a standard deviation of 13.72 compared with 52.60 and a standard deviation of 12.20 for the control grade V.

The mean word meaning score for the experimental grade VI was 58.92 with a standard deviation of 19.24 compared with 58.56 and a standard deviation of 17.72 for the control grade VI.

The mean word meaning score for the experimental grade V was 52.72 with a standard deviation of 16.04 for the control grade V, the mean word meaning score was 53.16 and the standard deviation 14.80.

Results of tests II and IV, initial test and delayed test with text available.

The differences between the scores on test IV and test II were computed for the grade VI and grade V groups of pairs of matched pupils and studied in the same way that those of the entire groups had been done. This study revealed no greater statistically significant differences than did the study of the entire experimental and control groups. In fact, the differences were slightly less significant, in spite of the fact that no handicap in mental age and reading ability existed. (Table III)

Table X is a compilation of the results of the study of differences in scores on tests IV and II as achieved by the matched groups.

The mean word meaning score for the experimental grade VI was 58.92 with a standard deviation of 13.24 compared with 58.56 and a standard deviation of 17.72 for the control grade VI.

The mean word meaning score for the experimental grade V was 52.72 with a standard deviation of 16.04 for the control grade V, the mean word meaning score was 53.16 and the standard deviation 14.80.

Results of tests II and IV, initial test and delayed test with text available.

The differences between the scores on test IV and test II were computed for the grade VI and grade V groups of pairs of matched pupils and studied in the same way that those of the entire group had been done. This study revealed no greater statistically significant differences than did the study of the entire experimental and control group. In fact, the differences were slightly less significant, in spite of the fact that no handicap in mental age and reading ability existed. (Table III)

Table X is a compilation of the results of the study of differences in scores on tests IV and II as achieved by the matched groups.

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available as Achieved by the Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table X

Group	Grade	No. of Cases	Mean of Dif	S.D.	S.D. Mean	Dif Mean	S.D. Dif Mean	C.R.
Experi-mental	VI	45	6.95	13.65	2.03	2.45	2.98	.82
Control	VI	45	4.50	14.60	2.18			
Experi-mental	V	34	9.85	15.95	2.74	3.55	3.53	1.01
Control	V	34	6.30	13.00	2.23			

Table X shows the mean of the differences between the scores of the delayed test with text available and the initial test with text available for the forty-five grade VI pupils of the experimental group matched with forty-five of the control grade VI group, and for the thirty-four pairs of matched pupils from the experimental and control groups of grade V.

The mean of the differences for the grade VI experimental group was 6.95 with a standard deviation of 13.65 compared with a standard deviation of 14.60 for the control group. The critical ratio being .82, the chances are 79 in 100 that the difference is a true difference in favor of

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available as Achieved by the Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table X

Group	Grade	No. of Cases	Mean of Diff	S.D.	S.D. Mean	Diff Mean	S.D. Diff Mean	C.R.
Experimental	VI	45	6.95	18.65	2.03	2.45	2.98	.82
Control	VI	45	4.50	14.60	2.18			
Experimental	V	34	9.85	16.95	2.74	3.55	3.53	1.01
Control	V	34	6.30	13.00	2.23			

Table X shows the mean of the differences between the scores of the delayed test with text available and the initial test with text available for the forty-five grade VI pupils of the experimental group matched with forty-five of the control grade VI group, and for the thirty-four pairs of matched pupils from the experimental and control groups of grade V.

The mean of the differences for the grade VI experimental group was 6.95 with a standard deviation of 18.65 compared with a standard deviation of 14.60 for the control group. The critical ratio being .82, the chances are 79 in 100 that the difference is a true difference in favor of

the experimental group.

The mean of the differences for the experimental grade V group was 9.85 with a standard deviation of 15.95 compared with 6.30 with a standard deviation of 13.00 for the control group. The critical ratio being 1.01, the chances are 84 in 100 that the difference is a true difference in favor of the experimental group.

Results of tests I and III, initial and delayed tests from recall of a single reading.

The next study was that of the results of tests I and III for the groups of pairs of matched pupils. This was carried out in the same manner as has been previously described. No handicap of greater mental age or reading ability existed. The results for grade VI were less significant than those obtained from the study of the entire experimental and control groups, (Table IV), but were still in favor of the experimental group (Table XI).

For the grade V group of pairs of matched pupils, the results also had less significance and were still in favor of the control group. (Table XI)

A summary of the study of the results of tests I and III for the matched groups follows in Table XI.

the experimental group.

The mean of the differences for the experimental grade V group was 9.86 with a standard deviation of 16.95 compared with 6.30 with a standard deviation of 18.00 for the control group. The critical ratio being 1.01, the chances are 84 in 100 that the difference is a true difference in favor of the experimental group.

Results of tests I and III, initial and delayed tests from recall of a single results.

The next study was that of the results of tests I and III for the groups of pairs of matched pupils. This was carried out in the same manner as has been previously described. No handicap of greater mental age or reading ability existed. The results for grade VI were less significant than those obtained from the study of the entire experimental and control groups. (Table IV), but were still in favor of the experimental group (Table XI).

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The Mean Differences between the Scores of the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading as Achieved by the Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table XI

Group	Grade	No. of Cases	Mean of Dif	S.D.	S.D. Mean	Dif Mean	S.D. Dif Mean	C.R.
Experimental	VI	45	14.15	17.20	2.56	1.45	3.58	.41
Control	VI	45	12.70	16.75	2.50			
Experimental	V	34	11.05	16.50	2.83	3.65	3.98	.92
Control	V	34	14.70	16.35	2.80			

Table XI shows the mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading as achieved by forty-five grade VI pupils and thirty-four grade V pupils of the experimental and control groups. The experimental pupils were matched with pupils from the control group.

The mean of the differences between the scores of the sixth grade experimental group was 14.15 with a standard deviation of 17.20 compared with 12.70 with a standard deviation of 16.75 for the control grade VI. The critical ratio being .41, the chances are 65 in 100 that this is a true

The Mean Differences between the Scores of the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading as Achieved by the Pairs of Matched Pupils from Grades VI and V of the Experimental and Control Groups.

Table XI

Group	Grade	No. of Cases	Mean of Diff	S.D. Mean Diff	S.D. Diff Mean Mean	C.R.
Experimental	VI	45	14.15	17.20 2.56	1.46 3.58	.41
Control	VI	45	12.70	16.75 2.50		
Experimental	V	34	11.05	16.50 2.83	3.65 3.95	.92
Control	V	34	14.70	16.35 2.80		

Table XI shows the mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading as achieved by forty-five grade VI pupils and thirty-four grade V pupils of the experimental and control groups. The experimental pupils were matched with pupils from the control gro

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difference in favor of the experimental group.

The mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for grade V of the experimental group was 11.05 with a standard deviation of 16.50 compared with 14.70 with a standard deviation of 16.35 for the control group. The critical ratio being .92, the chances are 82 in 100 that the difference is a true difference in favor of the control group.

Inadequacy of delayed tests

In order to ascertain whether or not tests III and IV were still inadequate measures of the abilities to find word meaning even when groups were more nearly alike, the percentages of perfect scores on the two tests were compiled.

Table XII indicates that the tests still had too low a ceiling and were poor measures of the ability except in the case of test III for the grade V experimental group of the matched pairs.

difference in favor of the experimental group.

The mean of the differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading for grade V of the experimental group was 11.08 with a standard deviation of 16.80 compared with 14.70 with a standard deviation of 16. for the control group. The critical ratio being .92, the chances are 82 in 100 that the difference is a true difference in favor of the control group.

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The Percentages of Pairs of Matched Pupils Having Perfect Scores on the Delayed Tests for Grades VI and V of the Experimental and Control Groups.

Table XII

Delayed Test	Group	Grade	No. of Cases	No. Perfect Scores	% of Perfect Scores
Recall of Single Reading	Exp.	VI	45	5	11.11
	Control	VI	45	5	11.11
Text Available	Exp-	VI	45	11	24.44
	Control	VI	45	11	24.44
Recall of Single Reading	Exp.	V	34	0	0.
	Control	V	34	2	5.88
Text Available	Exp.	V	34	2	5.88
	Control	V	34	6	17.65

Table XII shows the percentages of the matched pairs of pupils having perfect scores on the delayed test from recall of a single reading and the delayed test with text available for grades VI and V of the experimental and control groups.

In grade VI, 11.11% of the pupils of both the experimental and control groups achieved perfect scores on the delayed test from recall of a single reading. On the delayed test with text available, 24.44% of the pupils of both grade VI groups attained perfect scores.

In grade V of the experimental group no child achieved a perfect score on the delayed test from recall of a single reading compared with 5.88% of control group pupils achieving perfect scores. On the delayed test with text available, 5.88% of exp. grade V group made perfect scores compared with 17.65% of the control group grade V pupils.

The Percentages of Pupils of Matched Pupils Having Perfect Scores on the Delayed Tests for Grades VI and V of the Experimental and Control Groups.

Table XII

Delayed Test	Group	Grade	No. of Cases	No. Perfect Scores	% of Perfect Scores
Recall of Single Reading	Exp.	VI	45	5	11.11
	Control	VI	45	5	11.11
Text Available	Exp-	VI	45	11	24.44
	Control	VI	45	11	24.44
Recall of Single Reading	Exp.	V	34	0	0.
	Control	V	34	2	5.88
Text Available	Exp.	V	34	2	5.88
	Control	V	34	6	17.65

Table XII shows the percentages of the matched pairs of pupils having perfect scores on the delayed test from recall of a single reading and the delayed test with text available for grades VI and V of the experimental and control groups.

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In grade V of the experimental group no child achieved a perfect score on the delayed test from recall of a single reading compared with 5.88% of control group pupils achieving perfect scores. On the delayed test with text available, 5.88% of exp. grade V group made perfect scores compared with 17.65% of the control group grade V pupils.

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Introduction

The second aim of the thesis was to discover whether there is any difference in the abilities of the sexes to find word meaning from context. Conclusions regarding this premise could be arrived at through several different approaches. Experimental boys and girls of each grade were compared as were control boys and girls. This method gave two sets of groups to consider, one which had had instruction in finding word meaning by means of specific techniques, the other which had had no instruction. It was believed that having studies of an instructed and an uninstructed group would give a more accurate answer to the question, "Is there any difference in the abilities of the sexes to find word meaning from context?"

Descriptions of the groups

The experimental grade six boys were slightly older chronologically and mentally than the experimental grade VI girls. The boys' reading ability was about the same as that of the girls. The same was true of the control grade VI boys and girls.

The experimental grade V group presented a somewhat different picture. The boys were a little older chronologically but the girls were higher in mental age. In reading ability, the boys were a bit lower than the girls.Therefore, the girls seemed to have a slight advantage over the boys. The control grade V group answered the same description.

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Other facts concerning the experimental and control groups of girls and boys may be found in Tables XIII and XIV.

The Mean Chronological and the Mean Mental Ages of the Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XIII

Group	Grade	Sex	No. Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D.
Experimental	VI	Boys	31	145.59	21.21	146.07	19.05
	VI	Girls	25	143.10	14.04	140.82	18.23
Control	VI	Boys	53	142.05	18.84	150.30	30.60
	VI	Girls	38	140.46	23.49	146.61	20.16
Experimental	V	Boys	24	136.62	17.94	126.87	20.22
	V	Girls	25	130.74	16.68	130.50	13.80
Control	V	Boys	48	128.76	12.84	134.94	24.42
	V	Girls	30	126.39	13.56	137.10	26.28

The mean chronological and mean mental ages of the boys and girls of grades VI and V of the entire experimental and control groups are compiled in Table XIII.

The mean chronological age of the experimental grade VI boys was 145.59 months with a standard deviation of 21.21 months. For the control grade VI boys, the mean chronological age was 142.05 months with a standard deviation of 18.84 months. For the grade VI control girls, it

Other facts concerning the experimental and control groups of girls and boys may be found in Tables XIII and XIV.

The Mean Chronological and the Mean Mental Ages of the Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XIII

Group	Grade	Sex	No. Cases	Mean C.A. Months	S.D. Months	Mean M.A. Months	S.D.
Experimental	VI	Boys	21	145.59	21.21	146.07	19.05
	VI	Girls	25	143.10	14.04	140.88	18.23
Control	VI	Boys	33	142.05	18.84	150.30	30.60
	VI	Girls	35	140.46	23.49	146.81	20.15
Experimental	V	Boys	24	136.65	17.94	136.87	20.22
	V	Girls	25	130.74	16.68	130.50	18.80
Control	V	Boys	48	128.75	12.84	134.94	24.42
	V	Girls	30	126.39	18.66	137.10	26.28

The mean chronological and mean mental ages of the boys and girls of grades VI and V of the entire experimental and control groups are compiled in Table XIII.

The mean chronological age of the experimental grade VI boys was 145.59 months with a standard deviation of 21.21 months. For the control grade VI boys, the mean chronological age was 142.05 months with a standard deviation of 18.84 months. For the grade VI control girls, it

was 140.46 months with a standard deviation of 23.49 months.

The mean chronological age for the experimental grade V boys was 136.62 months with a standard deviation of 17.94 months and 130.74 months for the experimental grade V girls with a standard deviation of 16.68 months. For the control grade V boys, the mean chronological age was 128.76 months with a standard deviation of 12.84 months. For the control grade V girls, it was 126.39 months with a standard deviation of 13.56 months.

The mean mental age of the experimental grade VI boys was 146.07 months with a standard deviation of 19.05 months. For the experimental grade VI girls, it was 140.82 months with a standard deviation of 18.23 months. For the control grade VI boys, it was 150.30 months with a standard deviation of 30.60 months. For the control grade VI girls,the mean mental age was 146.61 months with a standard deviation of 20.16 months.

The mean mental age of the experimental grade V boys was 126.87 months with a standard deviation of 20.22 months. For the experimental grade V girls, it was 130.50 months with a standard deviation of 13.80 months. For the control grade V boys, the mean mental age was 134.94 months with a standard deviation of 24.42 months. For the control grade V girls, it was 137.10 months with a standard deviation of 26.28 months.

was 140.46 months with a standard deviation of 23.49 months.

The mean chronological age for the experimental grade V boys was 136.62 months with a standard deviation of 17.94 months and 130.74 months for the experimental grade V girls with a standard deviation of 16.68 months. For the control grade V boys, the mean chronological age was 128.76 months with a standard deviation of 12.84 months. For the control grade V girls, it was 126.89 months with a standard deviation of 13.56 months.

The mean mental age of the experimental grade VI boys was 146.07 months with a standard deviation of 19.08 months. For the experimental grade VI girls, it was 140.82 months with a standard deviation of 18.69 months. For the control grade VI boys, it was 130.30 months with a standard deviation of 20.60 months. For the control grade VI girls, the mean mental age was 146.81 months with a standard deviation of 20.16 months.

The mean mental age of the experimental grade V boys was 126.87 months with a standard deviation of 20.22 months. For the experimental grade V girls, it was 130.60 months with a standard deviation of 18.80 months. For the control grade V boys, the mean mental age was 124.94 months with a standard deviation of 24.42 months. For the control grade V girls, it was 137.10 months with a standard deviation of 26.28 months.

The Mean Average Reading Scores and the Mean Word Meaning Scores of the Stanford Intermediate Reading Test : Form D of the Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XIV

Group	Grade	Sex	No. Cases	Mean Ave Read Score	S.D.	Mean Word Mean Score	S.D.
Experi-mental	VI	Boys	32	58.37	7.88	58.91	9.24
	VI	Girls	27	57.50	12.10	56.72	13.14
Control	VI	Boys	52	60.35	12.98	60.59	12.07
	VI	Girls	42	59.67	10.91	59.19	12.85
Experi-mental	V	Boys	24	49.96	8.69	50.37	10.37
	V	Girls	25	50.10	7.69	51.94	9.90
Control	V	Boys	54	53.11	11.32	53.02	13.15
	V	Girls	30	53.57	9.74	54.47	10.95

The mean average reading scores and the mean word meaning scores as achieved on the Stanford Intermediate Reading Test: Form D by the boys and girls of Grades VI and V of the entire experimental and control groups are listed in Table XIV.

For the experimental grade VI boys, the average reading score was 58.37, with a standard deviation of 7.88. For the experimental grade VI girls, it was 57.50, with a standard deviation of 12.10.

For the control grade VI boys, the average reading score was 60.35, with a standard deviation of 12.98. For the

The Mean Average Reading Scores and the Mean Word Meaning Scores of the Stanford Intermediate Reading Test : Form D of the Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XIV

Group	Grade	Sex	No. Cases	Mean Ave Read Score	S.D.	Mean Word Mean Score	S.D.
Experi-mental	VI	Boys	32	58.37	7.88	58.91	9.24
	VI	Girls	27	57.60	12.10	56.72	13.14
Control	VI	Boys	32	60.38	12.98	60.59	12.07
	VI	Girls	42	59.67	10.91	59.19	12.85
Experi-mental	V	Boys	24	49.96	8.69	50.37	10.87
	V	Girls	35	50.10	7.69	51.94	9.90
Control	V	Boys	34	53.11	11.32	53.02	12.15
	V	Girls	30	53.57	9.74	54.47	10.98

The mean average reading scores and the mean word meaning scores as achieved on the Stanford Intermediate Reading Test: Form D by the boys and girls of Grades VI and V of the entire experimental and control groups are listed in Table

For the experimental grade VI boys, the average reading score was 58.37, with a standard deviation of 7.88. For the experimental grade VI girls, it was 57.60, with a standard deviation of 12.10.

For the control grade VI boys, the average reading score was 60.38, with a standard deviation of 12.98. For the

control grade VI girls, it was 59.67, with a standard deviation of 10.91.

For the experimental grade V boys, the average reading score was 49.96 with a standard deviation of 8.69. For the experimental grade V girls, it was 50.10 with a standard deviation of 7.69.

For the control grade V boys, the average reading score was 53.11 with a standard deviation of 11.32. For the control grade V girls, it was 53.57 with a standard deviation of 9.74.

The mean word meaning score for the experimental grade VI boys was 58.91 with a standard deviation of 9.24. For the experimental grade VI girls, it was 56.72 with a standard deviation of 13.14.

The mean word meaning score for the control grade VI boys was 60.59 with a standard deviation of 12.07. For the control grade VI girls, it was 59.19 with a standard deviation of 12.85.

The mean word meaning score for the experimental grade V boys was 50.37 with a standard deviation of 10.37. For the experimental grade V girls, it was 51.94 with a standard deviation of 9.90.

For the control grade V boys, the mean word meaning score was 53.02 with a standard deviation of 13.15. For the control grade V girls, it was 54.47 with a standard deviation of 10.95.

control grade VI girls, it was 59.67, with a standard devia-
tion of 10.91.

For the experimental grade V boys, the average reading
score was 49.96 with a standard deviation of 8.69. For the
experimental grade V girls, it was 50.10 with a standard
deviation of 7.69.

For the control grade V boys, the average reading score
was 55.11 with a standard deviation of 11.52. For the contr
grade V girls, it was 52.67 with a standard deviation of 9.
The mean word meaning score for the experimental grade
VI boys was 58.91 with a standard deviation of 9.84. For the
experimental grade VI girls, it was 56.72 with a standard
deviation of 13.14.

The mean word meaning score for the control grade VI
boys was 60.59 with a standard deviation of 12.07. For the
control grade VI girls, it was 59.19 with a standard deviat
of 12.85.

The mean word meaning score for the experimental grade
V boys was 50.47 with a standard deviation of 10.57. For the
experimental grade V girls, it was 51.94 with a standard
deviation of 9.90.

For the control grade V boys, the mean word meaning
score was 55.02 with a standard deviation of 12.13. For the
control grade V girls, it was 54.47 with a standard deviatio
of 10.95.

Studying the data

Exactly the same procedure was followed in studying the original data for the experimental boys and girls and for the control boys and girls as has been described in the two previous problems.

Results of Initial and delayed tests with text available

Differences between the scores on the initial and delayed tests with text available were first considered. The purpose was to ascertain whether boys or girls were superior in the ability to find word meaning from context when time for perusal of the text was allowed.

Results of grade VI Experimental Boys and Girls

When the experimental grade VI boys were compared with the experimental grade VI girls and the critical ratio found, the boys appeared to be more successful at finding word meaning than the girls. This group had been instructed in the use of the various techniques.

Results of grade VI Control Boys and Girls

Consideration of the control grade VI boys' and girls' results seems to reveal that the girls were a little more skillful at finding word meaning. The control groups were uninstructed in the eleven techniques.

Results of Experimental grade V boys and girls

Not much, if any, difference in the abilities of the experimental grade V boys and girls showed up in the comparison of the data of this instructed group. The chances of success

Studying the data

Exactly the same procedure was followed in studying the original data for the experimental boys and girls and for the control boys and girls as has been described in the two previous problems.

Results of Initial and delayed tests with text available

Differences between the scores on the initial and delayed tests with text available were first considered. The purpose was to ascertain whether boys or girls were superior in the ability to find word meaning from context when time for perusal of the text was allowed.

Results of grade VI Experimental Boys and Girls

When the experimental grade VI boys were compared with the experimental grade VI girls and the critical ratio found the boys appeared to be more successful at finding word meaning than the girls. This group had been instructed in the use of the various techniques.

Results of grade VI Control Boys and Girls

Consideration of the control grade VI boys' and girls' result seems to reveal that the girls were a little more skillful at finding word meaning. The control groups were uninstructed in the eleven techniques.

Results of Experimental grade V boys and girls

Not much, if any, difference in the abilities of the experimental grade V boys and girls showed up in the comparison of the data of this instructed group. The absence of succes

were about even.

Results of control grade V boys and girls

The grade V control girls, like those of grade VI seemed slightly superior to the boys in the ability to discover meaning written into the text. This grade V group was, also, an uninstructed group.

Statistical facts concerning tests II and IV are presented in Table XV.

were about even.

Results of control grade V boys and girls

The grade V control girls, like those of grade VI seemed slightly superior to the boys in the ability to discover meaning written into the text. This grade V group was also, an uninstructed group.

Statistical facts concerning tests II and IV are presented in Table XV.

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available as Achieved by Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XV

Group	Grade	Sex	No. Cases	Mean of Dif	S.D.	S.D. Mean	Dif Mean	S.D. Dif.M	C.R.
Experi-mental	VI	Boys	30	7.26	7.80	1.42	1.62	2.19	.74
	VI	Girls	25	5.64	8.28	1.67			
Control	VI	Boys	40	3.66	8.06	1.27	.46	1.80	.26
	VI	Girls	36	4.12	7.70	1.28			
Experi-mental	V	Boys	22	9.54	12.18	2.60	.02	3.74	.01
	V	Girls	19	9.52	12.10	2.78			
Control	V	Boys	47	5.76	12.10	1.76	1.66	2.59	.64
	V	Girls	24	7.42	9.30	1.90			

Table XV shows the mean differences between the scores of the delayed test with text available and the initial test with text available as achieved by boys and girls of grades VI and V of the experimental and control groups.

The mean of the differences for the boys of the experimental grade VI was 7.26 compared with 5.64, the mean of the differences of the girls. The critical ratio being .74, the chances are 77 in 100 that the t difference is a true difference in favor of the boys.

The Mean Differences between the Scores of the Delayed Test with Text Available and the Initial Test with Text Available as Achieved by Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XV

Group	Grade	Sex	No. of Cases	Mean Diff	S.D.	S.D. Mean	Diff Mean	S.D. Diff.M	C.R.
Experimental	VI	Boys	30	7.26	7.80	1.42	1.62	2.19	.74
	VI	Girls	28	5.64	8.28	1.57			
Control	VI	Boys	40	3.66	8.06	1.27	.46	1.80	.26
	VI	Girls	26	4.12	7.70	1.28			
Experimental	V	Boys	22	9.54	12.18	2.60	.02	3.74	.01
	V	Girls	19	9.52	12.10	2.78			
Control	V	Boys	47	5.76	12.10	1.76	1.66	2.59	.64
	V	Girls	24	7.42	9.30	1.90			

Table XV shows the mean differences between the scores of the delayed test with text available and the initial test with text available as achieved by boys and girls of grades VI and V of the experimental and control groups.

The mean of the differences for the boys of the experimental grade VI was 7.26 compared with 5.64, the mean of the differences of the girls. The critical ratio being .74, the chances are 77 in 100 that the t difference is a true difference in favor of the boys.

For the Control grade VI group, the mean of the differences for the boys was 3.66 compared with 4.12 for the girls. The critical ratio being .26, the chances are 26 in 100 that the difference is a true difference in favor of the girls.

The mean of the differences for the experimental grade V boys was 9.5 and for the grade V girls 9.52. The critical ratio being .01, the chances are about 50 in 100 that the difference is a true difference in favor of the boys.

For the control grade V group, the mean of the differences for the boys was 5.76, for the girls 7.42. The critical ratio being .64, the chances are 35 in 100 that the difference is a true difference in favor of the girls.

Results of initial and delayed tests from recall of a single reading

"When discovering word meaning is one of the many phases of reading and no time is allowed for search for this meaning, are boys more skillful than girls at the task?" was the next question for which an answer was sought. The differences between tests from recall of a single reading were studied in the attempt to draw a conclusion.

Results of experimental and control grade VI boys and girls

On these tests the boys of the experimental grade VI group appeared to surpass the girls of the group. This was, also, true of the control boys and girls of grade VI. The experimental group had received instruction in the various

For the control grade VI group, the mean of the differences for the boys was 3.66 compared with 4.15 for the girls. The critical ratio being .56, the chances are 56 in 100 that the difference is a true difference in favor of the girls.

The mean of the differences for the experimental grade V boys was 9.6 and for the grade V girls 9.52. The critical ratio being .01, the chances are about 50 in 100 that the difference is a true difference in favor of the boys.

For the control grade V group, the mean of the differences for the boys was 5.76, for the girls 7.42. The critical ratio being .64, the chances are 56 in 100 that the difference is a true difference in favor of the girls.

Results of initial and delayed tests from recall of a single reading

When discovering word meaning is one of the many phases of reading and no time is allowed for search for this meaning, are boys more skillful than girls at the task was the next question for which an answer was sought. The differences between tests from recall of a single reading were studied in the attempt to draw a conclusion.

Results of experimental and control grade VI boys and girls

On these tests the boys of the experimental grade VI group appeared to surpass the girls of the group. This was also, true of the control boys and girls of grade VI. The experimental group had received instruction in the various

techniques while the control group had not.

Results of experimental and control grade V boys and girls

The grade V groups changed the picture. The girls of the experimental grade V group seemed slightly better at the skill than did the boys of that group which had been taught how to use the eleven techniques. The control grade V girls were, also, better than the boys of their group. As before, the control group had no special teaching.

Table XVI presents the statistical summary of the study of results of tests I and III.

techniques while the control group had not.

Results of experimental and control grade V boys and girls

The grade V groups changed the picture. The girls of the experimental grade V group seemed slightly better at the skill than did the boys of that group which had been taught how to use the eleven techniques. The control grade V girls were, also, better than the boys of their group. As before the control group had no special teaching.

Table XVI presents the statistical summary of the study of results of tests I and III.

The Mean Differences between the Scores of the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading as Achieved by Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XVI

Group	Grade	Sex	No. Cases	Mean of Dif	S.D.	S.D. Mean	Dif. M.	S.D. Dif. M.	C.R.
Experi-mental	VI	Boys	30	14.10	7.80	1.42	1.30	2.33	.56
	VI	Girls	25	12.80	9.23	1.85			
Control	VI	Boys	40	12.53	9.67	1.53	2.64	1.89	1.40
	VI	Girls	36	9.89	6.68	1.11			
Experi-mental	V	Boys	22	10.41	10.01	2.13	.41	3.65	.11
	V	Girls	19	10.00	12.93	2.97			
Control	V	Boys	47	13.38	7.63	.87	.79	1.87	.40
	V	Girls	24	14.17	8.09	1.65			

The mean differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading as achieved by the boys and girls of grades VI and V of the experimental and control groups are given in table XVI.

For the experimental grade VI boys, the mean of the differences was 14.10 compared with a mean of the differences of 12.80 for the girls of the experimental grade VI. The critical ratio being .56, the chances are 71 in 100 that the difference is a true difference in favor of the boys.

The Mean Difference between the Scores of the Delayed Test from Recall of a Single Reading and the Initial Test from Recall of a Single Reading as Achieved by Boys and Girls of Grades VI and V of the Experimental and Control Groups

Table XVI

Group	Grade	Sex	No. of Cases	Mean Dif	S.D.	Mean	S.D.	Dif.	S.D.	M.	Dif.	M.	C.R.
Experimental	VI	Boys	20	14.10	7.80	1.42							
	VI	Girls	28	12.80	9.28	1.85		1.30		2.33			.56
Control	VI	Boys	40	12.53	9.67	1.53							
	VI	Girls	26	9.89	6.68	1.11		2.64		1.89		1.40	
Experimental	V	Boys	22	10.41	10.01	2.13							
	V	Girls	19	10.00	12.93	2.97		.41		3.68			.11
Control	V	Boys	47	13.58	7.68	.87							
	V	Girls	24	14.47	8.09	1.65		.79		1.87		.40	

The mean differences between the scores of the delayed test from recall of a single reading and the initial test from recall of a single reading as achieved by the boys and girls of grades VI and V of the experimental and control groups are given in table XVI.

For the experimental grade VI boys, the mean of the difference was 14.10 compared with a mean of the difference of 12.80 for the girls of the experimental grade VI. The critical ratio being .56, the chances are VI in 100 that the difference is a true difference in favor of the boys

For the control grade VI boys, the mean of the differences was 12.53 compared with a mean of the differences of 9.89 for the control grade VI girls. The critical ratio being 1.40, the chances are 92 in 100 that the difference is a true difference in favor of the boys.

For the experimental grade V boys, the mean of the differences was 10.41 compared with the mean of the differences 10.00 for the experimental grade V girls. The critical ratio being .11, the chances are 54 in 100 that the difference is a true difference in favor of the girls.

For the control grade V girls, the mean of the differences was 14.17 compared with a mean of the differences of 13.38 for the boys of the control garde V group. The critical ratio being .40, the chances are 65 in 100 that the difference is a true difference in favor of the girls.

Inadequacy of delayed tests.

The question as to the adequacy of the delayed tests arose again at this point. Table XVII demonstrates that they were still poor measures of the ability in question with the same one exception. Test III appeared to test the skill of the experimental grade V boys and girls. How inadequate the tests seemed to be is noticeable in Table XVII.

For the control grade VI boys, the mean of the differences was 12.52 compared with a mean of the differences of 9.[illegible] for the control grade VI girls. The critical ratio being 1.[illegible] the chances are 92 in 100 that the difference is a true difference in favor of the boys.

For the experimental grade V boys, the mean of the difference was 10.41 compared with the mean of the differences 10.00 for the experimental grade V girls. The critical ratio being .11, the chances are 54 in 100 that the difference is a true difference in favor of the girls.

For the control grade V girls, the mean of the difference was 14.17 compared with a mean of the differences of 13.58 for the boys of the control grade V group. The critical ratio being .40, the chances are 65 in 100 that the difference is a true difference in favor of the girls.

Inadequacy of delayed tests.

The question as to the adequacy of the delayed tests arose again at this point. Table XVII demonstrates that they were still poor measures of the ability in question with the same one exception. Test III appeared to test the skill of the experimental grade V boys and girls. How inadequate the tests seemed to be is noticeable in Table XVII.

The Percentages of Boys and Girls Having Perfect Scores on the Delayed Test for Grades VI and V of the Experimental and Delayed Groups

Table XVII

Delayed Tests	Group	Grade	Sex	No. Cases	No. Perfect Scores	% of Perfect Scores
From Recall of Single Reading	Exp.	VI	Boys	30	5	16.67
		VI	Girls	25	1	4.00
	Con.	VI	Boys	49	6	12.24
		VI	Girls	39	6	15.38
With Text Available	Exp.	VI	Boys	30	8	26.67
		VI	Girls	25	5	20.00
	Con.	VI	Boys	49	11	22.45
		VI	Girls	39	55	38.46
From Recall of Single Reading	Exp.	V	Boys	23	0	.00
		V	Girls	24	0	.00
	Con.	V	Boys	51	4	7.84
		V	Girls	25	3	12.00
With Text Available	Exp.	V	Boys	23	1	4.35
		V	Girls	24	2	8.33
	Con.	V	Boys	51	9	17.65
		V	Girls	25	7	28.00

The percentages of boys and girls having perfect scores on the delayed tests for grades VI and V of the

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Table XVII

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		VI	Girls	39	6	15.38
	Exp.	VI	Boys	30	8	26.67
With Text		VI	Girls	25	5	20.00
Available	Con.	VI	Boys	49	11	22.45
		VI	Girls	39	15	38.46
	Exp.	V	Boys	23	0	.00
From Recall of Single Reading		V	Girls	24	0	.00
	Con.	V	Boys	51	4	7.84
		V	Girls	25	3	12.00
	Exp.	V	Boys	23	1	4.35
With Text		V	Girls	24	2	8.33
Available	Con.	V	Boys	51	9	17.65
		V	Girls	25	7	28.00

The percentages of boys and girls having perfect scores on the delayed tests for grades VI and V of the

experimental and control groups are shown in Table XVII.

On the delayed test from recall of a single reading, 16.67% of the experimental grade VI boys, 4.00% of the experimental grade VI girls, 12.24% of the control grade VI boys and 15.38% of the control grade VI girls had perfect scores.

In grade VI, on the delayed test with text available, 26.67% of the experimental boys, 20.00% of the experimental girls, 22.45% of the control boys and 38.46% of the control girls had perfect scores.

In grade V, on the delayed test from recall of a single reading, none of the experimental boys or girls achieved perfect scores, while 7.84% of the control boys and 12.00% of the control girls received perfect scores.

On the delayed test with text available, for grade V, 4.35% of the experimental boys, 8.33% of the experimental girls, 17.65% of the control boys and 28.00% of the control girls attained perfect scores.

experimental and control groups are shown in Table XVII.

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On the delayed test with text available, for grade V, 4.35% of the experimental boys, 8.33% of the experimental girls, 17.65% of the control boys and 28.00% of the control girls attained perfect scores.

CHAPTER IV

Summary and Conclusions

Statement of the problem

The two problems presented at the beginning of the thesis were :

1. To discover whether or not instruction in various specific techniques improves the ability to find word meaning from context in grades VI and V.
2. To discover whether or not there is any difference between scores in grades VI and V in the ability to find word meaning from context by means of specific techniques.

Procedure followed

Experimental materials for use in the solution of the problems were designed and written. An experiment extending over several months was conducted. Results of the work done during the experiment were tabulated, studied statistically and interpreted.

Construction of the experimental material

Before the experimental material could be constructed a number of textbooks by various authors and publishers were read. In these texts were found eleven specific techniques for finding word meaning from context. These were classified and made the basis of the experimental material.

CHAPTER IV

Summary and Conclusions

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Before the experimental material could be constructed a number of textbooks by various authors and publishers were read. In these texts were found eleven specific techniques for finding word meaning from context. These were classified and made the basis of the experimental material.

The following experimental material was designed and written:

Experimental Tests

I Initial Tests from Recall of a Single Reading

A. Narration ..... Section 1

B. Sentence

1. Parts A and B ..... Section 2

2. Parts C,D, and E ..... Section 3

II Initial Tests with Text Available

A. Narration ..... Section 4

B. Sentence

1. Parts A and B ..... Section 5

2. Parts C,D,and E ..... Section 6

III Delayed Test from Recall of a Single Reading

A. Narration ..... Section 1

B. Sentence

1. Parts A and B ..... Section 2

2. Parts C,D,and E ..... Section 3

IV Delayed Test with Text Available

A. Narration ..... Section 4

B. Sentence

1. Parts A and B ..... Section 5

2. Parts C,D,and E ..... Section 6

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A. Narration ..... Section 1

B. Sentence

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IV Delayed Test with Text Available

A. Narration ..... Section 4

B. Sentence

1. Parts A and B ..... Section 5

2. Parts C,D,and E ..... Section 6

Teaching Material

1. Thirty-three preliminary tests for each teaching lesson.
2. Thirty-three lesson texts in narrative form.
3. Thirty-three check tests for each teaching lesson.
4. Four check tests for practice purposes.
5. Four texts for check tests for practice purposes.

The experiment

The experiment was conducted in grades VI and V in two schools of the same school system. In one school there were 55 pupils in the grade VI experimental group, 41 in grade V experimental group ; in the second school there were 76 in the grade VI control group and 71 in the grade V control group.

To give a basis for comparison of the groups the Otis Quick Scoring Intelligence Test and the New Stanford Reading

Teaching Material

1. Thirty-three preliminary tests for each teaching lesson.
2. Thirty-three lesson tests in narrative form.
3. Thirty-three check tests for each teaching lesson.
4. Four check tests for practice purposes.
5. Four tests for check tests for practice purposes.

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To give a basis for comparison of the groups the Otis Quick Scoring Intelligence Test and the New Stanford Reading

Test:Form D were first administered.

At the beginning of the experiment, the initial tests from recall of a single reading and the initial tests with text available were given each in three sections as designated in the outline of experimental material constructed. All experimental and control pupils took these tests.

The next step was the experimental teaching with the experimental group. The control group received no instruction. Thirty-three teaching lessons were completed, each preceded by a preliminary test and followed by a check test. Three lessons were devoted to each of the eleven techniques, which were being taught. After three techniques or nine lessons had been completed a miscellaneous check test was used for practice only. Another was used after the eighth technique had been studied. After the thirty-third lesson a battery of check tests for practice only was given.

The last phase of the experiment was the administration of the delayed tests from recall of a single reading and of the delayed test with text available. These were each given in three sections to all experimental and control groups one month after the battery of check tests for practice.

The results of the four tests: I)initial test from recall of a single reading ; II)initial test with text available ; III)delayed test from recall of a single reading ; IV) delayed test with text available, were the basis of the statistical studies.

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Studying the data

The data was studied in three different ways:

1. Results as achieved by the entire experimental and control groups.
2. Results as achieved by pairs of matched pupils within the experimental and control groups.
3. Results as achieved by boys and girls of both groups.

Means of the differences in scores of the delayed and initial tests with texts available and of the delayed and initial tests from recall of a single reading, their standard deviations and a critical ratio between the groups under consideration were computed in each of the three studies. For descriptive purposes, tables based on the standard test results were compiled. To clarify the findings, three special studies of the results of both delayed tests were made.

Another special study of the results of the delayed test from recall of a single reading of the entire experimental grade V group was found necessary. In matching pupils, a number from each group had to be dropped.

Statistical consideration was given to the differences between scores of the delayed tests and initial tests with texts available and to the differences between scores of the delayed tests and initial tests from recall of a single reading, as achieved by the pupils dropped.

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Statistical consideration was given to the differences between scores of the delayed tests and initial tests with tests available and to the differences between scores of the delayed tests and initial tests from recall of a single reading, as achieved by the pupils dropped.

Conclusions-Grade VI Entire Experimental and Control Groups.

No statistically significant differences were found, but the results for the entire grade VI experimental and control groups seemed to indicate that :

1. the skill of finding word meaning from context by means of the various techniques presented in the experiment may be improved in grade VI by specific instruction;

2. grade VI of the experimental group appeared to apply the techniques taught when a single reading of the context and a study of the content were allowed;

3. the delayed test was not suited to the range of abilities measured when the text was available for study nor when recall from a single reading was required;

4. the experimental group seemed to overcome the handicap of higher mental ages and reading scores of the control group.

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of higher mental ages and reading scores of the control gro

Conclusions-Grade V Entire Experimental and Control Groups.

While there were again no statistically significant differences, the findings for grade V of the entire experimental and control groups seem to indicate that :

1. the skill of finding word meaning from context by means of the various techniques may be improved by specific instruction in grade V;
2. grade V of the experimental group appeared to apply the techniques taught when study of the context was permitted ;
3. grade V of the experimental group did not seem to use the techniques taught when limited to a single reading of the context;
4. the delayed test from recall of a single reading was suited to the range of abilities measured in the fifth grade of the experimental group;
5. the delayed test from recall of a single reading was not adequate for measuring the entire range of abilities of the grade V control group;
6. the delayed test with text available was less suited to the range of abilities measured in both the experimental and control grade V groups, than was the delayed test from recall of a single reading;
7. the reason for the failure of the experimental grade V group to make greater gains than the control grade V group on the tests from recall of a single reading of the context may not be attributed to any certain characteristic which was

Correlations-Grade V Entire Experimental and Control Groups

While there were again no statistically significant differences, the findings for grade V of the entire experimental and control groups seem to indicate that :

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2. grade V of the experimental group appeared to apply the techniques taught when study of the context was permitted ;

3. grade V of the experimental group did not seem to use the techniques taught when limited to a single reading of the context;

4. the delayed test from recall of a single reading was suited to the range of abilities measured in the fifth grade of the experimental group;

5. the delayed test from recall of a single reading was not adequate for measuring the entire range of abilities of the grade V control group;

6. the delayed test with text available was less suited to the range of abilities measured in both the experimental and control grade V groups. than was the delayed test from recall of a single reading;

7. the reason for the failure of the experimental grade V group to make greater gains than the control grade V group on the tests from recall of a single reading of the context may not be attributed to any certain characteristic which

measured statistically;

8. the fifth grade of the experimental group seemed to overcome the handicap of higher mental ages and reading scores of the control group only when study of the context was permissible.

Conclusions-Forty-five pairs of matched grade VI pupils:

The results of the study of the data for the pairs of matched grade VI pupils showed no statistically significant differences but seemed to indicate that :

1. the skill of finding word meaning from context by means of the various techniques presented in the experiment may be improved by specific instruction in grade VI ;

2. grade VI of the experimental group appeared to apply the techniques taught when either a single reading or study of the context was permitted;

3. the delayed tests with text available and from recall of a single reading of the context were equally unsuited to the range of abilities measured in the experimental and the control groups of the grade VI pairs of matched pupils;

4. when the experimental and control grade VI pupils were matched in word meaning ability and in mental age, the experimental group appeared to find word meaning from context better than did the control group.

measured statistically;

8. the fifth grade of the experimental group seemed to overcome the handicap of higher mental age and reading score of the control group only when study of the context was permissible.

Conclusions-Forty-five pairs of matched grade VI pupils:

The results of the study of the data for the pairs of matched grade VI pupils showed no statistically significant difference but seemed to indicate that :

1. the skill of finding word meaning from context by means of the various techniques presented in the experiment may be improved by specific instruction in grade VI ;

2. grade VI of the experimental group appeared to apply the techniques taught when either a single reading or study of the context was permitted;

3. the delayed tests with text available and from recall of a single reading of the context were equally unrelated to the range of abilities measured in the experimental and the control groups of the grade VI pairs of matched pupils;

4. when the experimental and control grade VI pupils were matched in word meaning ability and in mental age, the experimental group appeared to find word meaning from context better than did the control group.

Conclusions-Thirty-four pairs of matched grade V pupils.

While there were no differences which were statistically significant, the results of the study of the data concerning the thirty-four pairs of matched pupils from grade V of the experimental and control groups seemed to indicate that :

1. the skill of finding meaning from context by means of the various techniques presented in the experiment may be improved in grade V by specific instruction ;
2. grade V of the experimental group appeared not to apply the techniques when a single reading of the text was permitted ;
3. grade V of the experimental group appeared to apply the techniques when study of the text was legitimate;
4. both types of delayed tests were unsuited to the range of abilities measured in the control grade V group;
5. the delayed test from recall of a single reading of the context measured the complete range of abilities found in the experimental grade V group, but the delayed test with text available for study did not;
6. the reason for the failure of the experimental grade V group to make greater gains than the control grade V group may not be attributed to any certain characteristic which was measured statistically.

Conclusions-Thirty-four pairs of matched grade V pupils.

While there were no differences which were statistical significant, the results of the study of the data concerning the thirty-four pairs of matched pupils from grade V of the experimental and control groups seemed to indicate that :

1. the skill of finding meaning from context by means of the various techniques presented in the experiment may be improved in grade V by specific instruction ;

2. grade V of the experimental group appeared not to apply the techniques when a single reading of the text was permitted ;

3. grade V of the experimental group appeared to apply the techniques when study of the text was legitimate;

4. both types of delayed tests were unsuited to the range of abilities measured in the control grade V group;

5. the delayed test from recall of a single reading of the context measured the complete range of abilities found in the experimental grade V group, but the delayed test with text available for study did not;

6. the reason for the failure of the experimental grade V group to make greater gains than the control grade V group may not be attributed to any certain characteristic which was measured statistically.

Conclusions- Experimental Grade VI boys versus girls.

There were no statistically significant differences between the grade VI boys and girls of the experimental group. The findings seem to indicate that :

1. the boys of the grade VI experimental group applied the specific techniques for finding word meaning better than the girls did when only one reading was allowed, and when the text was available for study;
2. the delayed test with text available was more unsuitable for measuring the range of abilities found in the group of grade VI boys than it was for measuring the range of abilities of the girls;
3. the delayed test with text available was less adequate than the delayed test from recall of a single reading as a measure of all the abilities found;
4. the delayed test from recall of a single reading was better suited to the range of abilities measured in the girls' group than to the range measured in the boys' group;
5. the results of the experimental grade VI boys may reflect their slight superiority in mental age and reading ability at the beginning of the experiment.

Generalations- Experimental Grade VI boys versus girls.

There were no statistically significant differences between the grade VI boys and girls of the experimental group. The findings seem to indicate that :

1. the boys of the grade VI experimental group applied the specific techniques for finding word meaning better than the girls did when only one reading was allowed, and when the text was available for study;

2. the delayed test with text available was more unsuitable for measuring the range of abilities found in the group of grade VI boys than it was for measuring the range of abilities of the girls;

3. the delayed test with text available was less adequate than the delayed test from recall of a single reading as a measure of all the abilities found;

4. the delayed test from recall of a single reading was better suited to the range of abilities measured in the girls' group than to the range measured in the boys' group

5. the results of the experimental grade VI boys may reflect their slight superiority in mental age and reading ability at the beginning of the experiment.

Conclusions- Experimental Grade V boys versus girls.

No statistically significant differences became evident but the findings of the study of the work of the experimental grade V boys and girls seem to indicate that:

1. in the experimental grade V group, there is little or no difference between the sexes in the abilities to use the specific skills to find word meaning from context ;
2. the delayed test with text available is less suited to the range of abilities measured in the experimental grade V boys' group than to the range measured in the girls' group;
3. the delayed test with text available is less suited to the range of abilities measured than is the delayed test from recall of a single reading;
4. the delayed test from recall of a single reading was sufficiently difficult to test the abilities of both the boys and the girls of the experimental grade V group;
5. the slight superiority in mental ages and in reading scores of the girls at the beginning of the experiment made no significant differences in the scores attained by the girls.

Conclusions-Control Grade VI boys versus girls.

No statistically significant differences appeared, but the findings concerning grade VI control boys and girls seem to indicate that :

Conclusions- Experimental Grade V boys versus girls.

No statistically significant differences became evident but the findings of the study of the work of the experimental grade V boys and girls seem to indicate that:

1. In the experimental grade V group, there is little or no difference between the sexes in the abilities to use the specific skills to find word meaning from context ;
2. the delayed test with text available is less suited to the range of abilities measured in the experimental grade V boys' group than to the range measured in the girls' group;
3. the delayed test with text available is less suited to the range of abilities measured than is the delayed test from recall of a single reading;
4. the delayed test from recall of a single reading was sufficiently difficult to test the abilities of both the boys and the girls of the experimental grade V group;
5. the slight superiority in mental ages and in reading scores of the girls at the beginning of the experiment made no significant differences in the scores attained by the girls.

Conclusions-Control Grade VI boys versus girls.

No statistically significant differences appeared, but the findings concerning grade VI control boys and girls seem to indicate that :

1. when study of the text was permitted, the girls of the grade VI control group found word meaning from context without instruction in the use of the specific skills better than did the boys in spite of the slight superiority of the boys in mental ages and reading scores;

2. when only one reading was permitted, the boys found word meaning from context without instruction in the use of the specific skills better than the girls did;

3. the delayed test with text available was less adequate for measuring the entire range of abilities of the control grade VI girls than of the boys;

4. the delayed test from recall of a single reading was also more inadequate as a measure of the complete range of abilities of the control grade VI girls than of the boys;

5. both delayed tests failed to test the full range of abilities in finding word meaning from context for both boys and girls of grade VI of the control group.

6. the results of the control grade VI boys may reflect their slight superiority in mental ages and reading ability.

Conclusions-Control Grade V boys versus girls.

Still no statistically significant differences were found, but the findings seem to indicate that :

1. when study of the text was permitted, the girls of grade V groups found word meaning from context without instruction in the use of the specific skills better than did the boys;

1. When study of the text was permitted, the girls of the grade VI control group found word meaning from context with instruction in the use of the specific skills better than do the boys in spite of the slight superiority of the boys in mental ages and reading scores;

2. When only one reading was permitted, the boys found word meaning from context without instruction in the use of the specific skills better than the girls did;

3. The delayed test with text available was less adequate for measuring the entire range of abilities of the control grade VI girls than of the boys;

4. The delayed test from recall of a single reading was also more inadequate as a measure of the complete range of abilities of the control grade VI girls than of the boys;

5. Both delayed tests failed to test the full range of abilities in finding word meaning from context for both boys and girls of grade VI of the control group.

6. The results of the control grade VI boys may reflect the slight superiority in mental ages and reading ability.

Comparison-Control Grade V boys versus girls.

Still no statistically significant differences were found, but the findings seem to indicate that :

1. When study of the text was permitted, the girls of grade V groups found word meaning from context without instruction in the use of the specific skills better than did the boys;

2. when one reading was allowed, the girls of grade V control groups found word meaning from context without instruction in the use of the specific skills better than the boys;
3. the delayed test with text available was less suited to the range of abilities measured than was the delayed test from recall of a single reading;
4. the delayed tests both failed to measure the ability to find meaning from context;
5. the results of the girls of the control grade V groups may reflect their slight superiority in mental age and in reading ability.

Answers to the original problems.

The results of the three studies of the experimental data revealed no statistically significant differences but indicate the following answers to the original problems on which the thesis was based:

Problem One: The findings of the experiment seem to indicate, without showing any statistically significant differences, that there is a possibility that instruction in specific techniques may improve the ability to find word meaning from context.

Problem Two: While the differences found were not statistically significant, the findings of the experiment seem to indicate that there are no consistent differences between sexes in finding word meaning from context.

2. when one reading was allowed, the girls of grade V control groups found word meaning from context without instruction in the use of the specific skills better than the boys;

3. the delayed test with text available was less suited to the range of abilities measured than was the delayed test from recall of a single reading;

4. the delayed tests both failed to measure the ability to find meaning from context;

5. the results of the girls of the control grade V groups may reflect their slight superiority in mental age and in reading ability.

Answers to the original problems.

The results of the three studies of the experimental design revealed no statistically significant differences but indicated the following answers to the original problems on which the study was based:

Problem One: The findings of the experiment seem to indicate, without showing any statistically significant differences, that there is a possibility that instruction in special techniques may improve the ability to find word meaning from context.

Problem Two: While the differences found were not statistically significant, the findings of the experiment seem to indicate that there are no consistent differences between sexes in finding word meaning from context.

Suggestions for Further Investigation.

For further investigation the experimenter suggests:

1. that the same experiment be conducted again, using the same material with the exception of the delayed tests in order to study whether gains would be greater if the delayed tests were suited to the ranges of abilities found in the several groups taking part in the experiment;

2. that the delayed tests be based upon words from grade VIII vocabulary lists so that abilities would be surely measured;

3. that the number of pupils in the control group be greatly increased so that in matching pupils many of the better students of the experimental group would not have to be dropped because of a lack of control pupils of equal abilities;

4. that a careful study of data for grade V again be made, when the experiment is repeated, to see if this group still fails to make greater gains when one reading is permitted, and, if so, to ascertain a reason for the failure;

5. that some type of experiment be conducted to ascertain whether or not the skill of finding word meaning from context by means of specific techniques is too subtle or too confusing to be taught in grades IV and V;

6. that new material be written and the same type of experiment be conducted in grades IV,VII, and VIII to study whether or not the abilities improve between grades IV and VIII;

7, that a study of the test papers in these experiments be made to discover which techniques are most difficult, and their order of difficulty for each grade level.

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2. that the delayed tests be based upon works from grade VII vocabulary lists so that abilities would be surely measured;

3. that the number of pupils in the control group be greatly increased so that in matching pupils many of the better students of the experimental group would not have to be dropped because of a lack of control pupils of equal abilities;

4. that a careful study of data for grade V again be made, when the experiment is repeated, to see if this group still fails to make greater gains when one reading is permitted, and if so, to ascertain a reason for the failure;

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APPENDIX

Text Books Studied in Order to Classify Techniques for Finding Word Meaning From Context.

1. Andress, J.Mace, Goldberger, I.H., Hallock, Grace T.

Building Good Health. Boston: Ginn and Co., 1939.

2. Andress, J.Mace, Goldberger, I.H., Hallock, Grace T.

Doing Your Best for Health. Boston: Ginn and Co., 1939.

3. Atwood, Wallace W. and Thomas, Helen Goss.

Home Life in Far Away Lands. Boston: Ginn and Co., 1933.

4. Atwood, Wallace W. and Thomas, Helen Goss.

Nations Beyond the Seas. Boston: Ginn and Co., 1930.

5. Atwood, Wallace W. and Thomas, Helen Goss.

The Americas. Boston : Ginn and Co., 1938.

6. Avery, Fannie L.

Prose and Poetry, Fourth Year. Syracuse, New York: L.W.Singer Co., 1935.

7. Avery, Fannie L. and Burton, Cassie Boykin.

Prose and Poetry, Fifth Year. Syracuse, New York: L.W.Singer Co., 1929.

8. Avery, Fannie L. and Leitzell, Frances L.

Prose and Poetry, Sixth Year. Syracuse, New York: L.W.Singer Co., 1929.

9. Beauchamp, Wilbur L., Melrose, Mary, Blough, Glenn C.

Discovering Our World, Book One. New York: Scott, Foresman and Company, 1937.

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10. Beauchamp, Wilbur L., Melrose, Mary, Blough, Glenn C.
Discovering Our World, Book Two. New York : Scott Foresman and Company.

11. Beauchamp, Wilbur L., Melrose, Mary, Blough, Glenn C.
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12. Burkard, William E.,Chambers, Raymond L.,and Maroney, Frederick, W.
Health Habits by Practice, Book One. New York : Lyons and Carnahan, 1930.

13. Craig, Gerald S., and Condry, Margaret G.
Learning about Our World. Boston: Ginn and Co,1932.

14. Craig, Gerald S.,and Baldwin, Sara E.
Our Wide,Wide World. Boston: Ginn and Co., 1932.

15. Craig, Gerald S.,and Hurley, Beatrice Davis
The Earth and Living Things.Boston:Ginn and Co,1932.

16. Elson, William H., Gray,William S., and Keck, Christine M.
Elson Basic Readers, Book VI. New York : Scott, Foresman and Co., 1933.

17. Gates, Arthur I., and Ayer, Jean Y.
Magic Hours. New York : The Macmillan Company,1935.

18. Gates, Arthur I., and Ayer, Jean Y.
Pleasant Lands. New York :The Macmillan Co.,1936.

19. Gentles, Harry W.,and Betts, George H.
Habits of Safety. New York: Bobbs-Merrill Co.,1937.

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20. Hahn, Julia. Tales and Travel. Boston: Houghton Mifflin Company, 1938.

21. Hippler, C.N., and Durfee, Helen Burr

Safe Living. Boston: Benjamin Sanborn and Co., 1937.

22. Kelty, Mary G.

The Beginnings of the American People and Nation.

Boston : Ginn and Company, 1930.

23. King, Allen Y., Dennis, Ida.

The Way of Democracy. New York : The Macmillan Co., 1940.

24. McGuire, Edna.

A Brave Young Land. New York: The Macmillan Co., 1938.

25. McGuire, Edna.
A Full Grown Nation. New York: The Macmillan Co., 1937.

26. McGuire, Edna.

Glimpses into the Long Ago. New York: The Macmillan Company, 1938.

27. Morgan, Edna.

Pioneering in Democracy. New York : The Macmillan Company, 1940.

28. Parker, Beryl, and McKee, Paul

Highways and Byways. Boston: Houghton Mifflin Co., 1938.

29. Rugg, Harold, Krueger, Louise
Man at Work: His Arts and Crafts. Boston: Ginn and Company, 1937.

30. Rugg, Harold, Krueger, Louise

The Building of America. Boston: Ginn and Co., 1936.

31. Wickham, Ola and Phillips, Claude Anderson

America's Heritage of Long Ago. New York : The Macmillan Company, 1931.

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OTIS QUICK-SCORING MENTAL ABILITY TESTS

By Arthur S. Otis, Ph.D.
Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Beta
A

BETA TEST: FORM A

For Grades 4–9 Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.
Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name.....Age last birthday .....years
First name, initial, and last name

Birthday.....Teacher.....Date.....19.....
Month Day

Grade.....School.....City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Sample: Which one of the five things below is soft? 1 2 3 4 5
1 glass 2 stone 3 cotton 4 iron 5 ice..... ○ ○ ⊗ ○ ○

The right answer, of course, is *cotton;* so the word *cotton* is underlined. And the word *cotton* is No. 3; so a heavy cross has been put in the 3d circle. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put a heavy cross in the right circle.

Sample: A robin is a kind of — 1 2 3 4 5
1 plant 2 bird 3 worm 4 fish 5 flower..... ○ ○ ○ ○ ○

The answer is *bird;* so you should have drawn a line under the word *bird* and put a heavy cross in the 2d circle. Try this one:

Sample: Which one of the five numbers below is larger than 55? 1 2 3 4 5
1 53 2 48 3 29 4 57 5 16..... ○ ○ ○ ○ ○

The answer, of course, is 57; so you should have drawn a line under 57 and put a heavy cross in the 4th circle.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do [illegible] spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

Patent No. 1,586,628

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Page 3

41. A quantity which grows larger is said to —
1 prosper 2 increase 3 fatten 4 rise 5 burst

42. A bicycle is to a motorcycle as a wagon is to what?
1 an engine 2 an automobile 3 a horse 4 slower
5 an airplane . . . . . .

43. Which of the five things below is most like these three: a tent, a flag, and a sail?
1 a shoe 2 a ship 3 a staff 4 a towel 5 a rope . .

44. What is the most important reason that we use clocks?
1 To wake us up in the morning. 2 To help us catch trains.
3 To regulate our daily lives. 4 They are ornamental.
5 So that children will get to school on time. . . . . .

45. If the following words were rearranged to make a good sentence, with what letter would the third word of the sentence begin?
houses stone built of men wood and
1 h 2 s 3 b 4 m 5 w . . . . . .

46. Which of these expressions is the most definite?
1 soon 2 early 3 later 4 morning 5 ten A.M.

47. A vase is to flowers as (?) is to milk.
1 a cow 2 a pitcher 3 white 4 drink 5 cream

48. A lamp is to a light as (?) is to a breeze.
1 a fan 2 bright 3 a sailboat 4 a window 5 blow

49. If the following words were arranged in order, which word would be in the middle?
1 good 2 excellent 3 wretched 4 fair 5 poor

50. If Henry is taller than Tom and Henry is shorter than George, then George is (?) Tom. 1 taller than 2 shorter than
3 just as tall as 4 (cannot say which) . . . . . .

51. A king is to a kingdom as a president is to what? 1 queen
2 vice-president 3 senate 4 republic 5 democrat

52. John is the fifth child from each end of a row. How many pupils are there in a row?
1 ten 2 eleven 3 seven 4 nine 5 five . . . . .

53. Which tells best what an automobile is? 1 a thing with tires
2 something to travel in 3 an engine mounted on wheels
4 a horseless carriage 5 a vehicle propelled by an engine

54. Brick is to a wall as (?) is to a table.
1 a chair 2 red 3 eat 4 a kitchen 5 wood

55. A wire is to electricity as (?) is to gas.
1 a flame 2 a spark 3 hot 4 a pipe 5 a stove

56. An object or institution that is designed to last only a short time is said to be — 1 temporary 2 changeable
3 unsound 4 worthless 5 unstable . . . . . .

57. Which word means the opposite of humility?
1 joy 2 pride 3 dry 4 funny 5 recklessness

58. A word that means suitable, fit, or proper is —
1 grotesque 2 odd 3 inadequate 4 superfluous
5 appropriate . . . . . .

(Go on to Page 4 under Page 2.)

Answers for Page 3

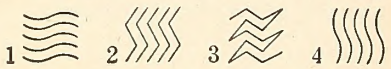
	1	2	3	4	5
41	○	○	○	○	○
42	○	○	○	○	○
43	○	○	○	○	○
44	○	○	○	○	○
45	○	○	○	○	○
46	○	○	○	○	○
47	○	○	○	○	○
48	○	○	○	○	○
49	○	○	○	○	○
50	○	○	○	○	
51	○	○	○	○	○
52	○	○	○	○	○
53	○	○	○	○	○
54	○	○	○	○	○
55	○	○	○	○	○
56	○	○	○	○	○
57	○	○	○	○	○
58	○	○	○	○	○

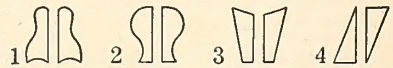
Answers for Page 1

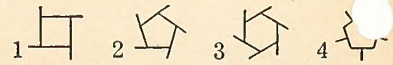
	1	2	3	4	5
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○
5	○	○	○	○	○
6	○	○	○	○	○
7	○	○	○	○	○
8	○	○	○	○	
9	○	○	○	○	○
10	○	○	○	○	○
11	○	○	○	○	○
12	○	○	○	○	○
13	○	○	○	○	○
14	○	○	○	○	○
15	○	○	○	○	
16	○	○	○	○	○
17	○	○	○	○	○
18	○	○	○	○	○
19	○	○	○	○	○
20	○	○	○	○	
21	○	○	○	○	○
22	○	○	○	○	○

Examination begins here.

Page 1

1. Which one of the five things below does not belong with the others?
   1 potato 2 turnip 3 carrot 4 stone 5 onion.....
2. Which one of the five answers below tells best what a sword is?
   1 to cut 2 a weapon 3 an officer 4 a tool 5 to fight.....
3. Which one of the five words below means the opposite of north?
   1 east 2 star 3 south 4 pole 5 equator.....
4. The peeling is to a banana and the husk is to an ear of corn the same as a shell is to what?
   1 an apple 2 an egg 3 juice 4 a peach 5 a hen.....
5. A child who knows he is guilty of doing wrong should feel —
   1 bad 2 sick 3 better 4 afraid 5 ashamed.....
6. Which one of the five things below is the largest?
   1 knee 2 toe 3 leg 4 ankle 5 foot.....
7. Which one of the five words means the opposite of strong?
   1 man 2 weak 3 small 4 short 5 thin.....
8. Three of the four designs at the right are alike. Which one is not like the other three?
   

9. Which one of the five things below is most like these three: a chair, a bed, and a stove?
   1 a chimney 2 a stick 3 a window 4 a table 5 a floor.....
10. A knee is to a leg as an elbow is to what?
    1 an arm 2 a shoulder 3 a bone 4 a wrist 5 a hand.....
11. Which word means the opposite of joy?
    1 sickness 2 bad 3 happiness 4 sorrow 5 cry.....
12. If I find a kind of plant that was never seen before, I have made —
    1 an invention 2 an adoption 3 a creation 4 a novelty 5 a discovery..
13. A sculptor is to a statue as an author is to a —
    1 book 2 man 3 name 4 bookcase 5 pen.....
14. At 3 cents each, how many pencils can be bought for 27 cents?
    1 27 2 81 3 3 4 9 5 30.....
15. Three of the four designs at the right are alike. Which one is not like the other three?
    

16. Which is the most important reason that words in the dictionary are arranged alphabetically?
    1 It is the simplest arrangement. 2 It puts the shortest words first.
    3 It enables us to find any word quickly. 4 It is a custom. 5 The printing is easier.
17. Which one of the five things below is most like these three: a saw, a hammer, and a file?
    1 a bottle 2 a pen 3 a screw driver 4 a fork 5 a carpenter.....
18. If the following words were arranged in order, which word would be in the middle?
    1 luncheon 2 dress 3 undress 4 supper 5 breakfast.....
19. The saying, "Don't count your chickens before they are hatched," means —
    1 Don't hurry. 2 Don't be too sure of the future. 3 Haste makes waste.
    4 Don't gamble. 5 Don't raise chickens.....
20. Three of the four designs at the right are alike. Which one is not like the other three?
    

21. A boy who often tells big stories about what he can do is said to —
    1 lie 2 fake 3 cheat 4 joke 5 brag.....
22. Which tells best just what a colt is?
    1 an animal with hoofs 2 an awkward little beast 3 an animal that runs fast
    4 a young horse 5 a little animal that eats hay.....

(Go right on to Page 2.)

Page 2

23. Which of the five things below is most like these three: a horse, a pigeon, and a cricket?
    1 a stall 2 a saddle 3 a feather 4 a goat 5 a wing
24. Railroad tracks are to a locomotive as what is to an automobile?
    1 tires 2 steam 3 speed 4 the road 5 gasoline
25. Which word means the opposite of pretty?
    1 good 2 ugly 3 bad 4 crooked 5 nice...
26. Which one of the words below would come first in the dictionary?
    1 tramp 2 saint 3 razor 4 quart 5 grass....
27. An event which is sure to happen is said to be —
    1 probable 2 possible 3 doubtful 4 certain 5 delayed
28. One number is wrong in the following series. What should that number be? 7 1 7 2 7 3 7 4 7 5 7 6 7 8
    1 7 2 6 3 8 4 4 5 5.....
29. Which of these series contains a wrong number?
    1 3–6–9–12–15 2 2–5–8–11–14 3 1–4–7–10–12
    4 2–4–6–8–10 5 1–3–5–7–9.....
30. Which one of the five things below is most like these three: a ship, a bicycle, and a truck?
    1 a sail 2 a wheel 3 a train 4 the ocean 5 a tire
31. Which statement tells best just what a hallway is?
    1 a small room 2 a place to hang your hat and coat
    3 it is long and narrow 4 where to say good-by
    5 a passage leading from one room to another.....
32. Steam is to water as water is to —
    1 hot 2 ice 3 an engine 4 a solid 5 gas..
33. Which one of these words would come last in the dictionary?
    1 health 2 juggle 3 normal 4 never 5 grateful
34. If George is taller than Frank and Frank is taller than James, then George is (?) James. 1 taller than
    2 shorter than 3 just as tall as 4 (cannot say which)
35. A man who betrays his country is called a —
    1 thief 2 traitor 3 enemy 4 coward 5 slacker
36. Count each 7 below that has a 5 next after it.
    7 5 3 0 9 7 3 5 8 7 7 4 2 1 7 5 7 3 2 4 7 0 9 3 7 5 5 7 2 5 7 7 5 4 7 1
    How many such 7's did you count?
    1 11 2 2 3 3 4 4 5 12.....
37. The daughter of my mother's brother is my —
    1 sister 2 niece 3 cousin 4 aunt 5 granddaughter
38. Peace is to war as (?) is to confusion.
    1 explosion 2 order 3 armistice 4 riot 5 police
39. If Paul is older than Herbert and Paul is younger than Robert, then Robert is (?) Herbert. 1 older than
    2 younger than 3 just as old as 4 (cannot say which)
40. If the following words were arranged in order, with what letter would the middle word begin?
    Week Year Hour Second Day Month Minute
    1 W 2 S 3 H 4 D 5 M.....

(Go right on to Page 3.)

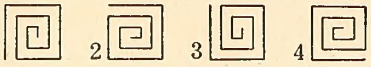
59. If the words below were rearranged to make a good sentence, the third word of the sentence would begin with what letter? men high the a wall built stone
1 m 2 b 3 h 4 w 5 s

60. Three of the four designs at the right are alike. Which one is not like the other three?

61. There is a saying, " Any port in a storm." This means —
1 Ships should not venture out to sea in storms. 2 Stormy weather causes large waves in harbors.
3 In emergencies any aid is acceptable. 4 Ships usually sink in storms.

62. Which one of the five things below is most like these three: cannon ball, wire, and penny?
1 dollar bill 2 bone 3 string 4 pencil 5 key

63. Three of the four designs at the right are alike. Which one is not like the other three?



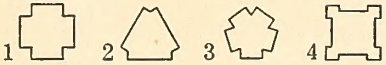
64. There is a saying, " Don't look a gift horse in the mouth." This means —
1 It is not safe to look into the mouth of a horse. 2 You cannot judge the age of a gift horse by his teeth.
3 Don't accept a horse as a gift. 4 Although you question the value of a gift, accept it graciously.

65. A boy is to a man as (?) is to a sheep.
1 wool 2 a lamb 3 a goat 4 a shepherd 5 a dog

66. If the following words were arranged to make a good sentence, with what letter would the last word of the sentence begin? usually are of made tables wood 1 w 2 d 3 a 4 t 5 m

67. An agreement reached in which both sides yield somewhat in their demands is called —
1 a promise 2 a compromise 3 an understanding 4 a deadlock 5 an armistice

68. Three of the four designs at the right are alike. Which one is not like the other three?



69. What is the letter that follows the letter that comes next after M in the alphabet?
1 L 2 M 3 N 4 O 5 P

70. One number is wrong in the following series: 1 2 4 8 24 32 64 What should that number be?
1 6 2 12 3 3 4 16 5 48

71. If I have a large box with two small boxes in it and five very small boxes in each small box, how many boxes are there in all? 1 eight 2 seven 3 ten 4 twelve 5 thirteen

72. There is a saying, " An ounce of practice is worth a pound of preaching." This means —
1 Don't preach. 2 Deeds count more than words. 3 Preaching takes practice. 4 Don't practice.

73. If a photograph that is 2 inches wide and 3 inches long is enlarged to be 10 inches wide, how many inches long will it be? 1 11 2 12 3 15 4 20 5 30

74. One number is wrong in this series: 1 2 4 5 7 8 10 11 12 14 What should that number be?
1 9 2 6 3 3 4 13 5 16

75. When the time by a clock was 8 minutes past 10, the hands were interchanged. The clock then said about —
1 10 min. past 8 2 8 min. past 10 3 8 min. of 2 4 8 min. of 10 5 8 min. past 2

76. A car owner uses a mixture in his radiator containing 1 quart of alcohol to every 2 quarts of water. How many quarts of alcohol are needed for 15 quarts of the mixture? 1 $7\frac{1}{2}$ 2 $\frac{1}{2}$ 3 14 4 30 5 5

77. What letter in the following series appears a third time nearest the beginning?
A E C B A D D E C F B C D A F E B D 1 A 2 B 3 C 4 D 5 E

78. In a foreign language
pira numa bega means *very deep snow; pira seco* means *white snow; numa copa* means *very well.*
What word means deep? 1 pira 2 numa 3 bega 4 copa 5 seco

79. Which of the five words below does not belong with the others?
1 brave 2 clever 3 honest 4 generous 5 loyal

80. A boy is now three times as old as his sister. In 4 years he will be only twice as old. How many years old is his sister? 1 1 2 2 3 3 4 4 5 5

Answers for Page 4

59 1 2 3 4 5
60 1 2 3 4
61 1 2 3 4
62 1 2 3 4 5
63 1 2 3 4
64 1 2 3 4
65 1 2 3 4 5
66 1 2 3 4 5
67 1 2 3 4 5
68 1 2 3 4
69 1 2 3 4 5
70 1 2 3 4 5
71 1 2 3 4 5
72 1 2 3 4
73 1 2 3 4 5
74 1 2 3 4 5
75 1 2 3 4 5
76 1 2 3 4 5
77 1 2 3 4 5
78 1 2 3 4 5
79 1 2 3 4 5
80 1 2 3 4 5

Answers for Page 2

23 1 2 3 4 5
24 1 2 3 4 5
25 1 2 3 4 5
26 1 2 3 4 5
27 1 2 3 4 5
28 1 2 3 4 5
29 1 2 3 4 5
30 1 2 3 4 5
31 1 2 3 4 5
32 1 2 3 4 5
33 1 2 3 4 5
34 1 2 3 4
35 1 2 3 4 5
36 1 2 3 4 5
37 1 2 3 4 5
38 1 2 3 4 5
39 1 2 3 4
40 1 2 3 4 5

STANFORD ACHIEVEMENT TEST

By Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman

Inter.
Read.
D

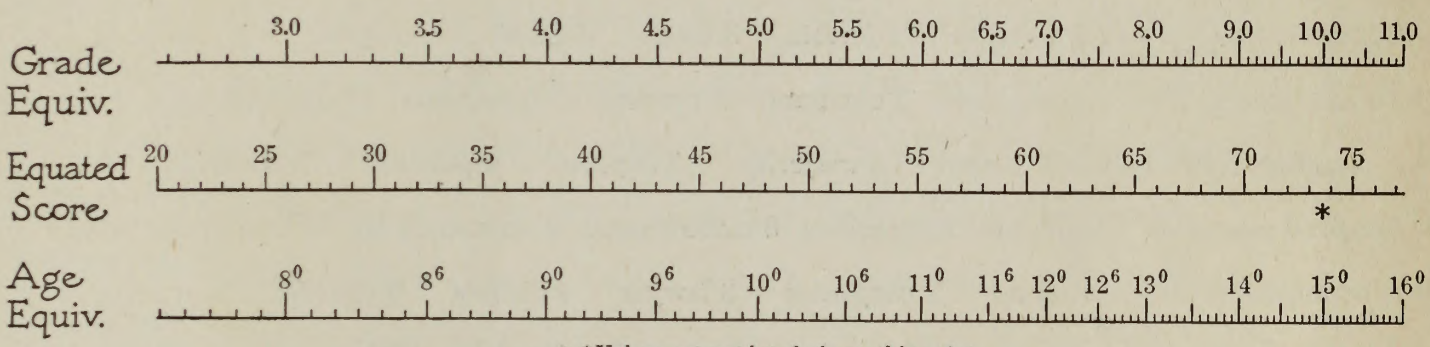
INTERMEDIATE READING TEST: FORM D

Name.....Age.....Grade.....

Boy or girl.....Name of school.....

City.....State.....Date.....

Test	Score	Grade Equiv.	Age Equiv.
Parag. Mean.			
Word Mean.			
Average Read.			



*Values extrapolated above this point.

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24 **Gloomy** means — 6 heroic 7 fragrant 8 gorgeous 9 dismal 10 majestic..... 24 (6 7 8 9 10)

25 **Disobedient** means — 1 clumsy 2 critical 3 credulous 4 grotesque 5 unruly 25 (1 2 3 4 5)

26 **Intelligence** means — 6 praise 7 justice 8 anger 9 liberty 10 wisdom..... 26 (6 7 8 9 10)

27 **Violence** often causes — 1 wisdom 2 respect 3 justice 4 knowledge 5 harm..... 27 (1 2 3 4 5)

28 **Imperial** affairs concern — 6 nations 7 cities 8 banks 9 stars 10 streams... 28 (6 7 8 9 10)

29 To **escort** is to — 1 review 2 accompany 3 engage 4 approve 5 rejoice..... 29 (1 2 3 4 5)

30 A **vagabond** is a — 6 scholar 7 miracle 8 fable 9 pistol 10 tramp..... 30 (6 7 8 9 10)

31 An **abode** is a place where one — 1 earns 2 dwells 3 bakes 4 parks 5 swims 31 (1 2 3 4 5)

32 To **magnify** is to — 6 inspire 7 decrease 8 insult 9 enlarge 10 ripen..... 32 (6 7 8 9 10)

33 A **stag** is a — 1 deer 2 squirrel 3 colt 4 snake 5 dove..... 33 (1 2 3 4 5)

34 A **communication** is a — 6 palace 7 message 8 companion 9 struggle 10 memory 34 (6 7 8 9 10)

35 A **summit** is a — 1 loop 2 peak 3 tract 4 vault 5 patron..... 35 (1 2 3 4 5)

36 A **lens** is made of — 6 iron 7 glass 8 wood 9 wheat 10 felt..... 36 (6 7 8 9 10)

37 To **bleach** is to — 1 harden 2 darken 3 lighten 4 soften 5 sharpen..... 37 (1 2 3 4 5)

6➔

38 **Behavior** refers to — 6 courage 7 conduct 8 appearance 9 effort 10 features 38 (6 7 8 9 10)

39 **Commerce** means — 1 weather 2 forests 3 trade 4 speed 5 crowds..... 39 (1 2 3 4 5)

40 To **compose** is to — 6 construct 7 condemn 8 propose 9 overcome 10 confess... 40 (6 7 8 9 10)

41 A **situation** refers to a — 1 rival 2 majority 3 capture 4 position 5 strain 41 (1 2 3 4 5)

42 **Abashed** means — 6 amiable 7 capacious 8 embarrassed 9 unreasonable 10 woeful 42 (6 7 8 9 10)

43 A **counselor** is a — 1 beggar 2 carpenter 3 lawyer 4 dragon 5 chariot..... 43 (1 2 3 4 5)

44 **Renowned** means — 6 famous 7 natural 8 strange 9 quiet 10 forward..... 44 (6 7 8 9 10)

45 To **interpret** is to — 1 accomplish 2 preserve 3 influence 4 explain 5 vote.. 45 (1 2 3 4 5)

46 **Rapture** is — 6 trouble 7 value 8 joy 9 difference 10 business..... 46 (6 7 8 9 10)

47 **Filthy** means — 1 capable 2 violent 3 fatal 4 foul 5 fearful..... 47 (1 2 3 4 5)

48 **Minimum** means the — 6 largest 7 least 8 most 9 newest 10 oldest..... 48 (6 7 8 9 10)

49 To **sever** is to — 1 cut 2 hurt 3 strike 4 unite 5 supply..... 49 (1 2 3 4 5)

50 **Lithe** means — 6 eloquent 7 massive 8 somber 9 flexible 10 tremulous 50 (6 7 8 9 10)

End of Test 2. Look over your work.

Number right	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Equated score	21	22	24	25	26	27	28	29	31	32	33	34	35	36	38	39	40	41	42	43	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	65	66	67	68	69	70	71	72	74	75	76	77

Instructions for Administering Initial and Delayed Tests

I. Pass to children :

A. Text for Initial or Delayed Test.

B. One copy of Test Sheet--Sections A and B

C. One copy of Test Sheet--Sections C,D,(and E). Test sheets are printed on both sides.

D. Have children fill in all blanks at the tops of test sheets. The numeral "I" should be written in the blank after the word "copy" at the top of the fronts of test sheets.

II. Read aloud to children :

Place the test sheets inside your desk for the present. Here is a story (or sentence sheet) which you are to read very carefully. Think about each sentence as you read it so that you may do well on the test sheets. Read the story (or sentence) once. Then place the story (or sentence) sheet in your desk. After you have read the story (or sentence) sheet once and put it away, take the test sheets from your desk and read the directions. (Show child sample test sheet) (Read aloud) On the line before each word at the left, write the letter which appears before the meaning which fits the word. (Show children blank spaces.) Do all of Section A.Then complete Sections B,C and D,(and E in Part II). Read the sentence (or story) sheet first. You may go to work.

Instructions for Administering Initial and Delayed Tests

I. Pass to children :

A. Test for Initial or Delayed Test.

B. One copy of Test Sheet--Sections A and B

C. One copy of Test Sheet--Sections C,D,(and X). Test sheets are printed on both sides.

D. Have children fill in all blanks at the tops of test sheets. The numeral "I" should be written in the blank after the word "copy" at the top of the fronts of test sheets.

II. Read aloud to children :

Place the test sheets inside your desk for the present. Here is a story (or sentence sheet) which you are to read very carefully. Think about each sentence as you read it so that you may do well on the test sheets. Read the story (or sentence) once. Then place the story (or sentence) sheet in your desk. After you have read the story (or sentence) sheet once and put it away, take the test sheets from your desk and read the directions. (Show child sample test sheet) (Read aloud) On the line before each word at the left, write the letter which appears before the meaning which fits the word. (Show child blank spaces.) Do all of Section A.Then complete Sections B,C and D,(and E in Part II). Read the sentence (or story) sheet first. You may go to work.

DIRECTIONS. In each exercise one of the five numbered words will complete the sentence correctly. Note the number of this word. Then mark the answer space at the right which is numbered the same as the word you have selected.

SAMPLES.

A A rose is a — 1 box 2 flower 3 home 4 month 5 river . . . . . A 1 2 3 4 5

B A roof is found on a — 6 book 7 person 8 rock 9 house 10 word . . . . . B 6 7 8 9 10

C Bread is something to — 1 catch 2 drink 3 throw 4 wear 5 eat . . . . . C 1 2 3 4 5

1 An idea is a — 1 sound 2 sight 3 picture 4 laugh 5 thought 1 1 2 3 4 5

2 To shine is to be — 6 cool 7 bright 8 dry 9 proud 10 busy 2 6 7 8 9 10

3 A sawmill produces — 1 wire 2 buttons 3 boots 4 needles 5 lumber 3 1 2 3 4 5

4 To offer is to try to — 6 love 7 find 8 change 9 give 10 sing 4 6 7 8 9 10

5 A vessel is a — 1 bell 2 village 3 boat 4 wave 5 bridge 5 1 2 3 4 5

6 To sparkle means to — 6 shine 7 shake 8 smile 9 enjoy 10 strike 6 6 7 8 9 10

7 To pronounce is to — 1 sail 2 watch 3 show 4 stand 5 speak 7 1 2 3 4 5

8 A listener is a — 6 buyer 7 giver 8 cardinal 9 treasurer 10 hearer 8 6 7 8 9 10

9 To vanish is to — 1 disappear 2 punish 3 witness 4 examine 5 request 9 1 2 3 4 5

5→

10 To be content is to be — 6 satisfied 7 angry 8 awake 9 faithful 10 bold . . . 10 6 7 8 9 10

11 To furnish means to — 1 finish 2 guard 3 supply 4 prove 5 waste 11 1 2 3 4 5

12 To slumber is to — 6 answer 7 work 8 sleep 9 measure 10 rain 12 6 7 8 9 10

13 Clever means — 1 monstrous 2 lonely 3 delicious 4 skillful 5 thriving 13 1 2 3 4 5

14 To purchase is to — 6 keep 7 buy 8 make 9 play 10 point 14 6 7 8 9 10

15 To be courageous is to be — 1 clean 2 wrong 3 brave 4 careful 5 strange . . 15 1 2 3 4 5

16 To stare is to — 6 gaze 7 crush 8 spy 9 tread 10 glance 16 6 7 8 9 10

17 A treaty is an — 1 interval 2 idiot 3 agreement 4 experiment 5 implement 17 1 2 3 4 5

18 To label is to — 6 carry 7 lower 8 mark 9 hold 10 supply 18 6 7 8 9 10

19 To be correct is to be — 1 graded 2 proper 3 different 4 famous 5 forward . . . 19 1 2 3 4 5

20 Expert means — 6 haughty 7 harsh 8 reasonable 9 virtuous 10 skillful 20 6 7 8 9 10

21 To instruct is to — 1 inform 2 admit 3 forbid 4 punish 5 assure 21 1 2 3 4 5

22 A sledge is a — 6 garment 7 saddle 8 frame 9 support 10 hammer 22 6 7 8 9 10

23 To have sympathy for is to — 1 rejoice 2 praise 3 refuse 4 pity 5 shame . . . 23 1 2 3 4 5

Go right on to the next page.

DIRECTIONS. In the paragraphs below, each number shows where a word has been left out. Read each paragraph carefully, and wherever there is a number decide what word has been left out. Then write the missing word in the answer column at the right, as shown in the sample. Write JUST ONE WORD on each line. *Be sure to write each answer on the line that has the same number as the number of the missing word in the paragraph.*

SAMPLE. **Answer**

A-B Dick and Tom were playing ball in the field. Dick was throwing the —A— and —B— was trying to catch it.

A ball

B

1-2 A mother bird was picking worms out of the ground. Instead of eating them herself, she carried them to her —1— to feed to her —2—.

1

2

3-4 It was a lovely sunny morning. Bobby and Betty were happy as they piled baskets of good things to eat into the car. —3— were going on a —4—.

3

4

5-6 Have you ever heard of a library without any books? There is such a library, owned by a motion-picture company, that contains nothing but hair. It has more than fifty thousand pieces — wigs, mustaches, and beards in styles of many years, past and present. The next time you see your favorite brunette actress appear on the screen as a blonde, either she may have had her hair bleached, or, more likely, she is wearing a —5— from this —6—.

5

6

7-8-9 When traveling in China, I came upon an old fort with stone and earth walls that were twenty-four feet high and twelve feet thick. The —7— were therefore twice as —8— as they were —9—.

7

8

9

10-11-12 One of the most famous explorers of Africa was a missionary sent from England named Livingstone. He traced the course of important rivers, discovered great lakes, and tried to find the parts of —10— that were best suited to white men. He performed his missionary work as he traveled, establishing missions and preaching the gospel of Christianity. Finally his arduous labors ruined his health, and he —11— in Africa. His body was taken back to his home in —12— for burial, and he is honored as one of the world's greatest explorers.

10

11

12

Go right on to the next page.

13-14 Achilles was a character in the old Greek stories. The story goes that when Achilles was an infant his mother, wishing to protect him, dipped him in the river Styx, the water of which rendered his body invulnerable. The only exception was the heel by which she held him, which did not get wet. However, after many heroic deeds through which he came unharmed, —13— was finally killed by a poisoned arrow shot by his rival, Paris, which struck him in the —14—, his only vulnerable spot.

13 _____

14 _____

15-16 In this country we seldom hear of duels today, but in colonial days, and for some time after, the duel played a considerable part in American political and social life. Many great names have been connected with the story of the duels in this —15—, including one President of the United States. The most famous of all American —16— was the tragic meeting of Hamilton and Burr.

15 _____

16 _____

17-18 Fruits which are not too ripe contain pectin, the most important substance in jelly making. Fruit juices with the proper amounts of fruit acids, pectin, and sugar will always jell. In overripe fruit, the —17— content is too low and the juice will not —18—.

17 _____

18 _____

19-20-21 In olden days men made their own pens from the quills of feathers. It required considerable skill to cut a pen properly so as to suit one's individual taste in writing. Students were always on the lookout for good goose, swan, turkey, or other bird feathers. Goose quills made the most satisfactory —19— for general —20—, but schoolmasters liked pens made from the —21— of swan feathers because they fitted best behind the ear.

19 _____

20 _____

21 _____

22-23-24 Samuel Weller is a character in Dickens's well-known book, *Pickwick Papers*. He was a servant to Mr. Pickwick and was devoted to his master. He is a very entertaining character, combining wit, simplicity, humor, and fidelity. When *Pickwick Papers* came out, people were greatly amused by Mr. Pickwick and —22— —23— and were eager to read other books written by —24—.

22 _____

23 _____

24 _____

25-26 In speaking of gold, the term " carat " is used to indicate the proportion of gold in a given mass. A carat is one twenty-fourth of the whole mass. Thus, a fourteen-carat ring is one with fourteen parts of pure gold and ten parts of some other metal, usually copper. A twenty-four-carat watch chain is pure —25—. A bracelet that is half gold and half copper would be called a —26—-carat gold bracelet.

25 _____

26 _____

Go right on to the next page.

27-28-29 One of the paradoxical developments of the machine age is increased leisure-time interest in handicrafts. Such activities as weaving, woodworking, and knitting are carried on by large numbers of persons. By decreasing the amount of time necessary to perform many kinds of labor, the widespread use of —27— has increased the desire of people to do work with their —28— in their —29— time.

27 _____
28 _____
29 _____

30-31-32 There were three great philosophers and leaders of thought in ancient Greece who are still revered by students everywhere. Socrates, the first of these, was put to death because of his teachings. Plato, a young student of Socrates, took up the latter's work after his death and taught the people what he had learned from his great instructor. After Plato came Aristotle, who, though he belonged to a different school of thought from that of —30— and —31—, was an equally great —32— and teacher.

30 _____
31 _____
32 _____

33-34-35 We have two ready means of communication with others, speech and writing. But it has not always been easy to make one's self understood wherever one went. For this reason sign language was developed. The Indians whose various tribes spoke different dialects perfected —33— language to a high degree. Today a standard sign language has also been developed for the use of those unfortunate persons who by birth or accident cannot —34— or —35—.

33 _____
34 _____
35 _____

36-37-38 " Blue stocking " means, figuratively, a female pedant, or one who emphasizes learning unduly. It derives its name from literary societies of the seventeenth and eighteenth centuries whose members wore —36— —37— as a distinguishing mark. In present-day usage the term is applied to women who make a display of their —38—.

36 _____
37 _____
38 _____

39-40 Chile is a country of great versatility and wonderful natural gifts. In the mountains are rich mines, and in the lower regions the soil is fertile and productive. In the sea, rivers, and lakes all kinds of fish are to be found. This explains why —39— is able to satisfy the most varied —40—.

39 _____
40 _____

41-42-43 Hercules is one of the great heroes of mythology. He performed many wonderful deeds and feats of strength, but at last he was fatally poisoned by the blood of the Centaur. As his body lay on his funeral pyre with the —41— rising about him, Apollo, sent by the gods, came down from the heavens and took —42— up to Olympus, the home of the —43—.

41 _____
42 _____
43 _____

44-45 Dryden tells us that " Solitude is as needful to the imagination as society is wholesome for the character." By this he means that the art of thinking and contemplation is developed by —44—, but that good character requires that one live in the —45— of his fellow men.

44 _____
45 _____

End of Test 1. Look over your work.

Number right	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Equated score	27	28	29	30	32	33	35	36	37	39	40	42	43	44	46	47	48	49	50	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	72	73	75	77	78	80	81	83

III. When class has completed Sections A,B,C and D (E in Part II), have children turn over to the second copy of the same test on the back of test sheet. Have children fill in blanks at top of this sheet, writing "II" in blank after the word "copy".

IV. Read aloud to children:

Take your story (or sentence) sheets from your desk. You may use the story (or sentence) sheet to help you find the meanings this time. Read carefully; reread if you wish; try to improve your score,using the story to help you. Do not put away the story (or sentence) sheet this time. You may go to work.

V. Collect text sheets and test sheets when class has completed work.

VI. The above directions may be adapted for the administration of Initial Test,Part II, by using the proper words to be found in parentheses. Give Part II in two sections. First section shall consist of parts A and B, second section of parts C,D,and E.

VII. Above directions are to be adapted for Delayed Tests.

VIII. Examiner should be familiar with text, test sheets, and directions so that there will be no confusion in giving directions.

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Huldah Anne Butler

III. When class has completed Sections A, B, C and D (in Part II), have children turn over to the second copy of the same test on the back of test sheet. Have children fill in blanks at top of this sheet, writing "II" in blank after the word "copy".

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Plan of Procedure for Teaching Lessons

I. Preliminary tests and check up tests for each teaching lesson are given in the same manner as were the Initial Tests.

1. Pass out Paragraph for Teaching Lesson and Test Sheet I.

Read aloud to children :

(1) Fill in blanks at top of page. Write "No.1" after word "copy".
(2) Place the test sheet in your desk for the present.

Here is a story which you are to read very carefully. Think about the meaning of each sentence as you read so that you may do well on the test sheet. Read the story once. Read , then place the story in your desk. After you have read the story once and put it away, take out your test sheet and read these directions. (Teacher reads directions for test and shows the children the blank spaces).

On the line before each word at the left, write the letter which appears before the meaning that fits the word. Read the story once before you do the test. You may go to work.

(3) When all have finished,put test sheets in desks.

II. Teach children how to find the meanings of the words which were on the test sheet. (See suggestions on sheet headed "Suggestions for Teaching Unit of Experiment".)

III. Administer check tests.

(1) Children take test sheets from desks. Fill in the blanks at top of page. Write "No.II" after word "copy".
(2) Read aloud to children : This time we are going to find the meanings of the words, using the story to help us. You may read the story again;reread if you wish; try to improve by using the story to help you.Do not put the story away.Go to work.
(3) Collect story and test sheets,when all have finished.

Plan of Procedure for Teaching Lessons

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on are given in the same manner as were the Initial Tests.

I. Pass out Paragraph for Teaching Lesson and Test Sheet I.

Read aloud to children :

(1) Fill in blanks at top of page. Write "No.I" after word "copy".
(2) Place the test sheet in your desk for the present.

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bout the meaning of each sentence as you read so that you may
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gestions for Teaching Unit of Experiment".)

III. Administer check tests.

(1) Children take test sheets from desks. Fill in the
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using the story to help you. Do not put the story away. Go to wor
(3) Collect story and test sheets, when all have finishe

Suggestions for Teaching Units of Experiment

Type I

All lessons should be oral and with continued guidance and instruction by the teacher.

In type I the meaning of the word to be studied is found in a sentence preceding or following the one in which the word is used.

See teaching lesson I of type I.

The meaning of the word "intently" is found in the next sentence, "attentively". The word "barbaric" is explained by "savage" in the next sentence; "barrage" by "held back by machine-gun fire".

See teaching lesson III of type I.

The word "manifest" is defined in the preceding sentence by the word "show".

By means of questions and deduction bring out the technique of finding the meanings of words when they are so arranged.

Type II

The meaning of the word is found within the one sentence where the word is used.

See teaching lesson I of type II.

"Bramble"--with thorns; "solitary"--lonesome; "genial"--cheerful; "grotesque"--odd looking.

Demonstrate this type with the word "bramble".

Suggestions for Teaching Units of Experiment

Type I

All lessons should be oral and with sometimes guidance and instruction by the teacher.

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Type II

The meaning of the word is found within the one sentence where the word is used.

See teaching lesson I of type II.

"Ramble"--with thorns; "solitary"--lonesome; "genial"--cheerful; "grotesque"--odd looking.

Demonstrate this type with the word "ramble".

Then by deduction have children find meanings of the other words which are given in the preliminary test.

Type III

Explanatory phrases or clauses give the clue to the meaning.

See teaching lesson I of type III.

"Friar"--who had been a good man of the church; "abbot"--as a holy man; "mantle"--like the churchly robe.

Demonstrate this technique using the word "friar". Children will then find meanings for the other four words to be studied.

Type IV

The meaning of the difficult words in this type can be seen in the word itself. "Mythology"--concerning myths; "mysterious"--concerning mystery; "invisible"--not visible; "livelihood"--the word "live" gives the clue, something to do with "living". Word meanings found from context can not be precise.

See teaching lesson I of Type IV.

Type V

In order to determine the meaning in this type several sentences must be considered. The word under consideration is "eventide". In the next few sentences are found "darkness, not yet begun", "some daylight left", and "when day is closing", all these build up the idea "end of day". See paragraph two.

Then by deduction have children find meanings of the other words which are given in the preliminary test.

Type III

Explanatory phrases or clauses give the clue to the meaning.

See teaching lesson I of type III.

"Friar"--who had been a good man of the church; "abbot"--as a holy man; "mantle"--like the church robe.

Demonstrate this technique using the word "friar". Children will then find meanings for the other four words to be studied.

Type IV

The meaning of the difficult words in this type can be seen in the word itself. "Mythology"--concerning myths; "mysterious"--concerning mystery; "invisible"--not visible; "livelihood"--the word "live" gives the clue, something to do with "living". Word meanings found from context can not be precise.

See teaching lesson I of Type IV.

Type V

In order to determine the meaning in this type several sentences must be considered. The word under consideration is "eventide". In the next few sentences are found "darkness not yet begun", "some daylight left", and "when day is closing" all these build up the idea "end of day". See paragraph two.

The building up of the meaning for "elapse" is seen in : "should be allowed to go by", "has passed". "Work to decorate" and " made of the finest wire" add up to "filigree".

Explanation of how to deduce meaning in this type seems more difficult. It may be necessary to explain each word to be studied in Lesson I, type V. Then pupils may be able to find by deduction the meanings in Lesson II. All lessons should be oral with the teacher's help.

Types VI, VII and VIII

There is a similarity of technique in these types and there should be transfer of learning.

See teaching lesson I of type VI.

Meaning of "printed papers" precedes the word to be tested. This word,"documents" is found in parentheses. "Census" is followed by the meaning in parentheses.

The meaning and word are connected by "or". "Confirm" or "assure"; "chore" or "task".

See teaching lesson I of type VIII.

Here the meaning is set off by dashes. "Brawny"--"large, muscular "; "cherishes"--"keeps gladly in mind". Each type should be taught on a separate day. However, it may be possible to do more than one lesson of each type during one period.

See teaching lesson I of type VII.

Type IX

The building up of the meaning for "elapse" is seen in : "should be allowed to go by", "has passed". "Work to decorate" and " made of the finest wire" add up to "filigree"

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See teaching lesson I of type VII.

Type IX

Association of ideas leads to the meaning in this case.

See Teaching Lesson I of type IX.

"Liege"--the fact that the vassals wanted to avenge the death of the "liege" and that they promised allegiance to a new "liege" leads to the idea that a "liege" is some kind of "leader" or "ruler". Here again the meanings can not be precise. If few of the soldiers returned home and the "liege" was killed, the idea of"destroyed entirely" may be obtained for the word "annihilated". It may be necessary to explain all the words to be studied in teaching lesson I before the class can obtain meanings for themselves. Each of the three teaching lessons should be an oral lesson with the help of teacher being given when deductions become difficult to explain.

Type X

There is some similarity in technique between Types VI, VII, VIII and X. It is possible that there will be Transfer of learning in this case. An appositive supplies either the meaning or the word. It is set off by commas. See teaching lesson I; "hamlet", a village in the Blue Hills; "pheasant", a wary bird;

See teaching lesson III of type X.

"A bad accident", a collision with a truck; "collision" is the word to be studied and defined. It may not be

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necessary to devote three days to this type. Two lessons may be covered in one period. All lessons should be oral and the teacher's advice available when needed.

Type XI

Frequently in our textbooks new words are deliberately defined in a sentence. This form of definition would seem to be the easiest for children but we know that often they do not even sense that such sentences tell them the meanings of the words. Therefore, it seems wise to include this type in our experiment. Draw attention to the fact that such sentences are inserted in the stories and that this form is not uncommon in all our textbooks. After careful explanation the class should be able to handle this construction easily. However, this one may not be as easy as it appears.

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Notes on Experimental Material

The mimeographed copies of the experimental material in the appendix are not entirely in logical order. When the mimeographing was originally done, as few stencils as possible were used. The sheets were cut apart and the material was used in the proper sequence. To avoid unnecessary bulk, the uncut sheets have been used in the appendix. Where the copies should be cut is designated on each one.

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Text for ~~Preliminary~~ Initial Test Using All Eleven Types -- Part I

Conny was an audacious lass who had decided upon a career, a life-work, as a moving picture photographer. No great number of difficulties which she might have to surmount or overcome by strong will could frighten her. She was a fearless, high-spirited individual. She wasn't going to be satisfied with filling just a chink -- a small place -- in the moving picture world; she was going to be a person whose name would be etched upon the honor roll of some famous company. An especially competent person is one who is very able and can do a job exceedingly well. Conny would be a very competent photographer making herself most necessary to her employers. Then her name would be beautifully scratched on bronze, never to be forgotten.

The young lady knew her parents would be jubilant over her decision when they got her letter. She could all but see the answer which she would receive. Along with plans for her departure it would express their joy and satisfaction with her choice. The day before she left for Hollywood was going to be a gala one, a holiday and festival for her friends. Mother and Dad would see to that. Any day the answer should arrive. Conny could barely wait.

Two days passed, three, almost a week and no reply. The girl haunted the post office. She went to every mail. Her impatience became anxiety; the anxiety turned to desperation. First she was just vexed; then she began to worry about why she did not hear; finally her feeling became one of hopelessness. Her friend noticed she was much less hilarious -- merry -- these days. They plagued her about her lack of buoyancy or cheerfulness and her visits to the post office. All this hurt her feelings tremendously. How could Mother and Dad do this thing to her. It was obvious and plain to be seen that something was wrong. Mother always answered her letters with dispatch because she believed in attending to business at once. To Conny her news was serious business.

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Finally the answer came and when it did Conny was overwhelmed (crushed) with surprise at its contents. She never had anticipated such a parental attitude. "Anticipate" means "to look forward to". Evidently the daughter who thought she had been very clever in her presentation of the idea had not been very shrewd. The epistle which was the shortest letter she had received was signed by Dad.

Cornelia,

Your everyday concerns (interests) should be your text books and not moving picture publications which you seem to have read with no consciousness of the fact that you still have three more years of college. If you had given the matter one little bit of thought you would have seen how absurd, unreasonable and even foolish your plan is. Mother and I expect a report of excellent achievement at the end of the semester (half year). Put your efforts into pleasing us. The future will be taken care of at the right time.

With love,

Dad

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Preliminary Test Text -- Part I

(2)

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With love,

Dad

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Teacher_____
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Delayed Test Using All Eleven Types--Part I
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A

_____1. piteously	a. utter the long loud cry of a horse
_____2. preening	b. any severe test
_____3. whinny	c. trimming or dressing with the beak, as feathers
_____4. ordeal	d. to raise or elevate
_____5. loft	e. fitted to excite pity or sympathy
_____6. nosegay	f. upper part of a barn
	g. a bouquet of flowers

B

_____1. nursery	a. a tangle of hair
_____2. ripple	b. a guard
_____3. rustle	c. a trap
_____4. sentinel	d. to make small sounds like those made by shaking leaves
_____5. snare	e. a tiny wave in a stream
	f. place where young trees are grown

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Delayed Test Using All Eleven Types--Part I
Sections A and B

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Text for Delayed Test Using All Eleven Types
Part II Sections A and B

A

1. Asbestos, you will remember, is a mineral made up of fine, silky fibres which will not burn and which can be woven into cloth. (Atwood Thomas pg. 62)

2. Some of the wells are artesian wells, which means that the water flows out of them without having to be pumped. (Atwood Thomas pg. 112)

3. Today all kinds of small tools and hardware are made in Sheffield and the neighboring towns, and Sheffield scissors, knives, razors, and other cutlery are sold in many distant places in the world. (Atwood Thomas pg. 35)

4. Another export produced is graphite, a mineral which is mined in Ceylon. One of the uses of graphite is in making the "lead" for pencils. (Atwood Thomas pg. 89)

5. The Sudan is a "savanna", or tropical grassland. (Atwood Thomas pg. 49

Nations Beyond the Seas -- Atwood Thomas -- Ginn -- Boston -- 1930

B

1. This machine could do many things. It could pick up the letters needed and arrange them in proper order by lines. It could space the letters properly and cast them line by line in new solid metal. All this was done by a workman who merely pressed, one by one, a set of lettered keys at the front of the machine. This invention was called a linotype. (Rugg Krueger pg. 394)

2. There is the "barometer", by which we can measure altitude, or height above the earth, and also the pressure of the atmosphere. (Rugg Krueger pg. 479)

3. But the most important instrument of the Greeks -- indeed their national instrument -- was the lyre. (Rugg Krueger pg. 216)

4. In Sanskrit (an ancient language spoken in India) the word "father" is "pitar". (Rugg Krueger pg. 316)

5. The Taj Mahal of India, the beautiful tomb built about 300 years ago by an Indian prince, Shah Jahan, in honor of his young wife, Mumtaz Mahal is an example of the use of the dome in architecture. (Adapted from Rugg Krueger pg. 98.)

Man at Work: His Arts and Crafts -- Rugg Krueger -- Ginn--Boston -- 1937

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Delayed Test Using All Eleven Types--Part I
Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C

_____1. solemnly
_____2. tethered
_____3. tranquility
_____4. trudged
_____5. viands

a. calmness; quietness
b. a bridge for carrying a road
c. articles of food
d. fastened with a long rope or chain which permits an animal to feed within its range
e. seriously; soberly
f. to walk or march wearily and steadily

D

_____1. wafted
_____2. astride
_____3. charred
_____4. discouraged
_____5. gloomily
_____6. emerged

a. burned slightly; scorched
b. without courage
c. sadly
d. to ride
e. to move or cause to move by action of the winds
f. with one leg on each side of something
g. to come out of; to appear

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Delayed Test Using All Eleven Types--Part I
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Final Test Using All Eleven Types--Part II
Section E

Name_____ Grade_____ Date_____

Teacher_____ Copy_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

E.

_____1. contrive	a. a model of the earth
_____2. globule	b. rubbed or pushed with the nose
_____3. kine	c. a pair of pincers or tongs for fine work
_____4. forceps	d. a small globe-shaped particle, as of water
_____5. nuzzled	e. to plot or plan
_____6. haggard	f. having the expression of a person
	g. cattle, cows

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Final Test Using All Eleven Types--Part II
Section E

Name_____ Grade_____ Date_____

Teacher_____ Copy_____

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Final Test Using All Eleven Types--Part II
Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C

_____1.	acute	a. a thing that rolls
_____2.	aromatic	b. severe and quickly becoming serious
_____3.	boon	c. goods seized in war
_____4.	bulrush	d. a gift; a blessing
_____5.	roller	e. a sideboard; shelves where dishes are kept
_____6.	buffet	f. fragrant or sweet smelling
_____7.	calculate	g. a large plant growing in wet land or in water
_____8.	booty	h. to find out by using arithmetic
		i. a loud noise

D

_____1.	carat	a. root out by digging
_____2.	fricasseed	b. a feather
_____3.	grub	c. to make calm
_____4.	cavalier	d. a unit of weight used to weigh diamonds
_____5.	hydrogen	e. a colorless, tasteless gas; the lightest thing known
_____6.	flume	f. a horseman, especially a knight
_____7.	folklore	g. a steep, narrow valley with a stream running through it
_____8.	pacify	h. customs, beliefs, stories handed down by the people from age to age
		i. cut in small pieces and cooked in gravy

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Final Test Using All Eleven Types--Part II
Sections C and D

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Text for Final Test Using All Eleven Types---Part II
Sections D and E

D

1. "Diamond Jim" Brady wore diamonds the weight of which could be measured in carats.

2. The main course of the dinner was fricasseed chicken. The bird had been cut up into small parts and cooked in its gravy until tender and delicious to eat.

3. Before building their houses, the early pioneers had to grub up trees or dig them out by the roots so that they would not grow again.

4. Down the road galloped a band of caveliers -- horsemen, especially knights -- riding off to witness the annual jousts or combats.

5. Hydrogen is a colorless, tasteless gas and is the lightest weight thing known.

6. In the White Mountains a beautiful stream rushes through a steep, narrow, rocky ravine which is called a flume.

7. Folklore means the customs, beliefs and stories handed down by the masses of people from age to age.

8. The nurse went from child to child trying to pacify--make calm--the frightened refugees.

E

1. The prisoners had contrived or plotted and planned a means of escape but fortunately it was discovered before it could be carried out.

2. Tiny globules of moisture which looked like raindrops had collected on the petals of the flowers.

3. Across the prairie could be seen hundreds of cows. The cowhands had begun to round up the kine to ship them to the stockyards.

4. The dentist's forceps which are like tongs or pincers must be very strong.

5. The colt nuzzled his mother or pushed and rubbed her with his nose.

6. The woman's face appeared haggard -- worn from suffering and worry.

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Text for Final Test Using All Eleven Types--Part II

Section C

1. The heavy rollers made unsightly marks on the polished floor every time the piano was moved.

2. Floating on the air is the aromatic or sweet smelling perfume of the creamy blossoms of the syringa bush.

3. "I pray thee, grant me a boon, a blessing, Sir Knight," pleaded the weary stranger.

4. Moses, as a tiny baby, was left by his mother in a cradle made from the stalks of large plants growing in the wet land. Pharoah's daughter found him by the river in his bed of bulrushed.

5. The family's best silverware, linens and china are stored in the drawers and small closets of the buffet in the dining room.

6. The acute attack of appendicitis was considered severe enough to rush the child to the hospital.

7. The desk was strewed with sheets of paper on which were hundreds of small figures and long examples. Some were addition, others multiplication problems. Long division was in evidence, too. John had been making a brave attempt to calculate the amount of his first income tax.

8. In the enemy's warehouses could be seen thousands of dollars worth of booty. Cases of choice canned foods with foreign labels had been brought back by returning troops. Box after box of delicacies which could not be found in the homeland had been seized and sent back. All types of articles were taken away from the conquered nations and were now in the victor's possessions.

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Final Test Using All Eleven Types--Part II
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A

_____1. diameter
_____2. hillock
_____3. vanish
_____4. prolong
_____5. semaphore

a. a small hill
b. a system used by railroads in which lights and moving arms in certain positions always have certain meanings
c. a straight line that passes through the center of a circle
d. to paint
e. to extend a thing longer than usual
f. to pass quickly from sight

B

_____1. Magna Carta
_____2. cargoes
_____3. humanity
_____4. theme
_____5. certificate

a. railroad cars for carrying freight
b. the human race
c. a short melody
d. a load carried by a boat
e. a written or printed statement that bears witness to the truth of any fact
f. a document guaranteeing rights to Englishmen

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Teacher_____
Copy_____

Final Test Using All Eleven Types--Part II
Sections A and B

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Text for Final Test Using All Eleven Types--Part II
Sections A and B

A

1. One astonishing thing about elephants is the way they can vanish so noiselessly into the forest in spite of their size. I have seen them melt out of sight with little or no movement that could be noticed. (Gray Liek pg. 23)

2. Their sound came mightier and mightier on his senses; his brain grew dizzy with prolonged thunder. Gray Liek pg. 163)

3. They stood there for a long time, during which Tom lay behind the sand hillock watching them, and for a while the silence was not interrupted. (Gray Liek pg. 178)

4. The line which passes through the center of a circle and divides it into halves is called a diameter.

5. A mile eastward blinked a semaphore, white and safe, and to its left, close down to the track, there were three other lights, a large one and two small ones. (Gray Liek pg. 113)

B

1. The judge asked for the certificate, a paper which told the truth, before he would allow the prisoner to go free.

2. "You know that King John's wickedness had no end. When the noblemen and churchmen could stand his cruel rule no longer, they met and drew up this paper which is called Magna Carta. On it was written all the rights and privileges promised Englishmen by former kings." (King-Dennis pg. 14)

3. When huge Egyptian ships loaded with cargoes for Mediterranean ports finally touched the coast of Greece, the inhabitants received them eagerly. (Wickham and Phillips pg. 121)

4. There are times when humanity (mankind as a whole) seems to forget all the teachings of religion.

5. He told the children that these were a sort of musical theme or topic to the composition which the orchestra was about to play. (Gray Liek pg. 318)

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Final Test Using All Eleven Types--Part I
Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C

_____1. meteors
_____2. erosion
_____3. revolve
_____4. satellite
_____5. gravitation

a. the attraction which the sun exerts on the small bodies such as the planets
b. to go around in a circular course
c. a shooting star
d. a smaller heavenly body that travels around a larger one
e. the act of wearing away
f. a firearm

D

_____1. telescope
_____2. presence
_____3. meteorites
_____4. comet
_____5. museum
_____6. orbit

a. an instrument over which the voice may be heard at a distance
b. a stony or metallic mass that falls to the earth from outside the earth
c. the path taken by a heavenly body, traveling around another body
d. the space within sight of a person
e. a building in which are saved and shown objects of interest
f. a heavenly body with a tail
g. a long tube-shaped instrument used for looking at the stars and planets

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Final Test Using All Eleven Types--Part I
Sections C and D

Name_____ Grade_____ Date_____

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Final Test Using All Eleven Types--Part I
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A

_____1. magnetic field
_____2. electromagnet
_____3. exceedingly
_____4. conduct
_____5. planets
_____6. friction

a. a core of soft iron encircled by a coil of wire through which electricity is passed
b. the act of rubbing one body against another
c. very
d. the space around a magnet in which iron and steel articles are attracted to the magnet
e. designs
f. carry from place to place
g. any body, except a comet or a meteor, that travels around the sun

B

_____1. nonconductor
_____2. frictional
_____3. Saturn
_____4. solar system
_____5. asteroid
_____6. aurora borealis

a. one of the planets
b. a measure of length
c. northern lights
d. a substance through which electricity will not pass
e. a small planet
f. caused by rubbing one body against another
g. the sun and the bodies that travel around it

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Final Test Using All Eleven Types--Part I
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____3. exceedingly
_____4. conduct
_____5. planets
_____6. friction

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b. the act of rubbing one body against another
c. very
d. the space around a magnet in which iron and steel articles are attracted to the magnet
e. designs
f. carry from place to place
g. any body, except a comet or a meteor, that travels around the sun

B

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b. a measure of length
c. northern lights
d. a substance through which electricity will not pass
e. a small planet
f. caused by rubbing one body against another
g. the sun and the bodies that travel around it.

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around the sun. Nine planets have been discovered but there may be more in the solar system. Besides the large planets there are other small ones which are called asteroids."

"The earth is a planet, too, boy. The moon which travels around the earth is a satellite. Saturn, a planet, has nine satellites. Each member of the solar system stays in its own orbit -- path. It is kept there by a tremendous force. The force is known as gravitation. The sun has a powerful attraction for its family."

"Mr. White says if we look at the moon through a telescope which allows us to look long distances we can see the surface looks like solid rock. The mountain sides are steep because there is no erosion."

"What's "erosion," Philip?"

"Erosion is caused by rain which wears away the rock. There are holes larger than we can imagine. They may have been formed by falling meteors (shooting stars). Some of the very large meteors, meteorites, have fallen onto the earth. Museums where objects of interest are kept like to get meteorites."

"Quite a family, this sun's family, isn't it, Bud? Another member is the comet, a heavenly body with a tail. Comets come toward the sun headfirst and leave the presence of the sun tailfirst. They act like visitors calling on a person of royal birth."

"We've had some science review tonight. Bet I'll pass my test next Friday after this long talk."

Adapted from "Learning About Our World," Craig and Condry, Ginn and Co., Boston, 1932.

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Text for Final Test Using All Eleven Types
Part I

"Dad, what's a magnetic field?" asked Philip.

"The space about a magnet is called its magnetic field. In this field, iron and steel are drawn to the magnet. The earth is magnetic and we live in its magnetic field, son."

"We made an electromagnet in school today. You know an electromagnet is an artificial magnet made by sending electricity through wire which has been wound around something iron. The core or center becomes magnetized. Exceedingly heavy articles such as huge pieces of steel or iron can be lifted by the large electromagnets. Our science lesson was fun today."

"You seem to be getting acquainted with electricity," Dad commented.

"Yes, we are. Friction or the rubbing together of certain types of things will cause electricity. We get a shock of frictional electricity when we scuff across a rug and touch a metal article."

"Uncle John and I used to do that for fun when we were little. Did you learn that objects which make frictional electricity will not conduct it -- carry it from place to place? Glass and rubber are nonconductors."

"Did you see the aurora borealis last night, Philip?"

"No, Dad, but I know that scientists think the aurora borealis is caused by magnetism and electricity. The aurora is made of shooting, colored lights or curtains of color and are in the northern sky at night. Their exact cause is yet to be discovered."

"The moon interests me, Pop. Just think more years ago than we could ever count a star came near enough to the sun to pull off a large piece of the sun's surface. This piece broke into smaller pieces which began to move around the sun. These pieces are called planets. The solar system is made up of the sun and the planets that revolve (move)

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Test Sheet Type XI--Teaching Lesson III

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. episode
_____2. encounter
_____3. endurance
_____4. confiscation
_____5. captor

a. the act of taking and keeping
b. one of the events forming part of a series
c. one who takes or holds a prisoner
d. the ability to remain firm under suffering
e. to meet face to face
f. captain

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Type XI--Check Test

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. papyrus
_____2. prophets
_____3. posts
_____4. money order
_____5. emerald

a. an order for the payment of money; especially a government order sold at a post office and payable at another post office to a person or firm named
b. a tall, grasslike water plant found especially in Egypt from which a kind of paper can be made
c. a precious stone or very hard mineral of a rich green color
d. one of a series of stations for keeping horses for relays
e. a check
f. one who makes what is considered an unfair, unjust profit
g. kings
h. a Hebrew religious leader; one who speaks for another, especially for a god; one inspired by God to speak in His name

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Sentence Sheet Type XI--Check Test

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931.

1. There grows along the river banks in Egypt a reed called papyrus. (pg. 38)

2. These Hebrew leaders who tried to teach brotherly love, unselfishness, kindness and better kind of religion are called prophets. (pg. 112)

The following sentences are taken from the Elson Basic Readers Book VI, by Gray and Liek, Scott Foresman, New York, 1933.

3. The places where the couriers changed horses were called posts; and there was a line of posts between Boston and New York and between New York and Philadelphia. (pg. 81)

4. This money order is a slip of paper that can be sent in a letter, and the person to whom it is sent can take it to the post office in his town and get the money that you sent him. (pg. 84)

---

5. The beautiful stone which is green with a yellowish color is called an emerald.

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Type XI--Paragraph for Teaching Lesson II

Tommy and his elder brother, John, went to the theatre to see an animated cartoon. John was his older brother. "Tommy, an animated cartoon is an amusing or absurd funny strip that seems to be alive," said John. The cartoon was an audacious adaptation of "Mid-summer Night's Dream". It was audacious because it was a daring thing to do. Changing the story is called making an adaptation of the story. The well-known music was the basis of the antics that the characters performed. "When I said the music was the basis, I meant the artist used the music as a foundation or starting point on which to build the stunts the funny people did, Tommy."

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Type XI--Paragraph for Teaching Lesson III

The next episode in the continued story told of the captor's encounter with the gang of robbers. An episode is an event. One who holds a prisoner is a captor. If we encounter a gang, we meet them and very likely fight them. The captor in this tale was a policeman who was holding his prisoner for the confiscation of the payroll. "Confiscation" means "taking and keeping". It took a great deal of endurance for the officer to hold off the gang until help came. When one has endurance one is able to stand a great deal of pain and suffering.

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Test Sheet Type XI--Teaching Lesson I

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. notation	a. written directions for medicine	
_____2. nautical	b. note to assist memory	
_____3. impending	c. ready to happen	
_____4. prescription	d. honor; high regard	
_____5. respect	e. the act of going around	
	f. having to do with ships and sailors	

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Test Sheet Type XI--Teaching Lesson II

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. adaptation	a. having to do with evil
_____2. animated	b. presented so as to seem alive
_____3. basis	c. older
_____4. audacious	d. foundation
_____5. elder	e. something changed to fit a new use
	f. bold, daring

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Type X--Check Test

Name_____Grade_____Date_____

Directions: On the line at the left, before the word, write the letter which appears before the meaning which fits the word.

_____1. ballast
_____2. bandanna
_____3. baubles
_____4. blubber
_____5. buzzard

a. a skirt
b. stout heavy shoe
c. a colored handkerchief
d. a heavy short-winged bird
e. fat of whales from which oil is obtained
f. anything heavy put into the bottom of a ship to keep it steady
g. useless, showy pieces of finery
h. the cry of an animal

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Type XI--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before the words at the left, write the letter which appears before the meaning which fits the words.

_____1. cave dwellers
_____2. picture writing
_____3. obelisks
_____4. pharoah
_____5. well sweeps

a. a king of ancient Egypt
b. person or thing which is not really what it seems
c. persons who live in caves
d. a type of broom
e. four sided monument of stone that ends in a pyramid
f. the first written language which was made up of nothing but pictures
g. a means of lifting water used by the Egyptians; long pole fastened to the top of a post, to raise and lower a bucket of water
h. a priest

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g. a means of lifting water used by the Egyptians; long pole fastened to the top of a post, to raise and lower a bucket of water
h. a priest

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Sentence Sheet Type X--Check Test

1. The ballast, heavy bags of sand in the bottom of the ship, moved quickly and no longer kept the boat upright.

2. Her bandanna, a gayly colored square of linen, tied in her golden curls.

3. The foolish maiden wandered through the foreign shop, buying baubles, showy, useless bits of laces, whenever fancy urged her.

4. The fishermen were trying the oil from the blubber, great chunks of fatty whale meat.

5. The enemy of the small birds was that slow-flying bird, the buzzard.

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Sentence Sheet Type XI--Preliminary Test Grade VI

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931.

1. We call the people who lived in caves cave dwellers. (pg. 5)

2. We call the earliest written language picture writing. (pg. 14)

3. The Egyptians erected many pillars of stone called obelisks. (pg.26)

4. The king of Egypt was called the pharoah. (pg. 31)

5. By using lifting devices called well sweeps they carried the water from the river level to the top of the banks. (pg. 35)

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Type XI--Paragraph for Teaching Lesson I

"Make a notation that those curtains with the nautical designs are to be ordered at once," said Mr. Clark to his secretary. She made a note to send for the curtains with the boats on them. "Also, make a notation that I am to take Mrs. Clark's prescription to the drug store. Better still, you take it over, please. There is a troublesome board meeting impending. I want to review my reports before the men arrive."

"Yes, Mr. Clark," answered the secretary with respect.

"Impending" means "about to happen". When she answered with respect she spoke in such a manner that she showed her high regard for her employer.

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Test Sheet Type X--Teaching Lesson II

Name_____Grade_____Date _____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. float
_____2. flurry
_____3. edifice
_____4. chantey
_____5. cavalcade

a. a large building
b. a procession of persons on horseback
c. song sung by sailors at work
d. a platform on wheels to carry an exhibit
e. a light fall of snow
f. to hasten

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Test Sheet Type X--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. vogue
_____2. sucker
_____3. vender
_____4. bevy
_____5. collision

a. one who sells articles
b. a group or cluster
c. act of coming together with force
d. a fish
e. something that is in fashion
f. to tax

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Teacher_____
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Test Sheet Type X--Teaching Lesson II

Name_____Grade_____Date _____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____5. cavalcade

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b. a procession of persons on horseback
c. song sung by sailors at work
d. a platform on wheels to carry an exhibit
e. a light fall of snow
f. to hasten

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Teacher_____
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Test Sheet Type X--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____3. vender
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_____5. collision

a. one who sells articles
b. a group or cluster
c. act of coming together with force
d. a fish
e. something that is in fashion
f. to tax

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Type X--Paragraph for Teaching Lesson II

Susan was so excited that her mother had to hold her hand tightly lest she dash into the street. "The parade is coming!" she cried. True enough! Looking down the road, mother saw the cavalcade, dozens of beautiful horses and their riders, approaching. Their trappings were most colorful and ornamental. Behind the horses came the floats, large platforms on trucks, decorated to represent a great variety of ideas. One portrayed an old whaling ship. The sailors were singing a famous chantey, one that was sung as they took in the sails. Another showed some men in colonial dress standing before the doorway of a famous edifice, Independence Hall. They seemed to be discussing politics. Following these came a float representing an Indian village. Mother wondered what they had used to represent the flurry of snow, a very light fall, indeed. The Indian camp was the float Susan liked best.

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Type X--Paragraph for Teaching Lesson III

The new driver just escaped a bad accident, a collision with a truck. All this undue fright was caused by a bevy of girls, eight or ten young maids, dressed in the latest vogue, the fashionable stripes. They had rushed off the side-walk to see what the fish vender, a clever salesman, had in his hand. The alarmed driver was disgusted to learn it was nothing but a sucker, a fish of little value. It certainly wasn't worth an accident.

"These city girls certainly do the craziest things out here in these narrow village streets," grumbled the truckman.

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Sentence Sheet Type X--Preliminary Test

The first two sentences are taken from "The Way of Democracy" by King and Dennis, Macmillan, New York, 1940.

1. The United States is a democracy, a country in which the people or their representatives make their own laws and choose their leaders. (pg. 3)

2. His father was not only a fine archer but a freeborn man, a yeoman in the service of Lord Gordon. (pg. 3)

3. The admiral, one of the bravest naval officers, was greatly honored for his noble deeds.

4. The student of aeronautics, a man greatly interested in flying, needed more training before he could hope to be a success.

5. The observatory was filled with astronomers, all students of the stars.

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Type X--Paragraph for Teaching Lesson I

The sunset cast a varicolored glow over the tiny hamlet, a village in the Blue Hills. The reds and blues in the rocks and the greens of the trees seemed more intense in the rosy light. All was peaceful and calm. The pheasant, a wary bird, stalked to the edge of the precipice, a drop of hundreds of feet, glanced down, turned and strutted to greener fields. Up the trail through the gorge, a ravine cut by the old river, labored two donkeys with their tourist riders. This town with its picturesque scenery and solitude had become a haven, a place of rest and refuge, for many of the worn-out workers of the whirling, rushing city.

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Type IX--Paragraph for Teaching Lesson III

Joan was going to her first party at Doris's house. She wasn't very optimistic about having a good time. After her quarrel with Doris how could she hope to enjoy herself. Mother tried to reassure her and tell her that she need not be afraid. Doris was a good hostess and would be serene and calm. She would never let Joan see that she remembered the squabble.

"You look very pretty, daughter, in your new orchid and yellow pinafore. I'm glad you suggested the complimentary color for the trimming. If you behave as well as you look, you'll make me very proud of you. Forget all about your differences and greet Doris as though nothing has happened. You'll have fun, I know you will".

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Type IX--Check Test Sentence Sheet
(Test to be given without specific teaching)

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931.

1. The Egyptians loved adornment, especially jewelry. They had rings, necklaces, bracelets, combs, and other ornaments and trinkets made of gold, silver, glass and turquoise. (pg. 33)

2. In great contrast to the miserable shelters of the poor were the luxurious palaces of the nobles and wealthy merchants. (pg. 89)

3. The writing materials for a beginner were a wax tablet and stylus, but a more advanced pupil was permitted to use a reed pen, ink and papyrus. (pg. 213)

4. The sea routes came to be established as navigators learned by experience the shortest and safest routes. (pg. 348)

5. A few years later Marco was taken prisoner in battle and placed in captivity in Genoa. (pg. 351)

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Type X--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. democracy
_____2. yeoman
_____3. admiral
_____4. aeronautics
_____5. astronomers

a. government by the people
b. a small landowner; especially a free citizen
c. scientists who collect, study and explain facts about the stars
d. science which has to do with the operation of aircraft
e. airplanes
f. soldiers
g. naval officer of the highest rank
h. a kingdom

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Test Sheet Type X--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. precipice
_____2. pheasant
_____3. haven
_____4. gorge
_____5. hamlet

a. a small village
b. a deep narrow valley, usually steep and rocky
c. a place of shelter or safety
d. agreeable
e. a game-bird with long tail and brilliant feathers
f. a steep place; a steep cliff

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e. a game-bird with long tail and brilliant feathers
f. a steep place; a steep cliff

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Test Sheet Type IX--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. orchid	a. cheerful, hopeful
_____2. optimistic	b. dress similar to an apron
_____3. serene	c. to occur again
_____4. reassure	d. soft, light purple color
_____5. pinafore	e. quiet, calm
	f. to free from fear

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Type IX--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. adornment	a. one who steers or directs the course of a ship or airplane
_____2. luxurious	b. decorations or ornaments to make more beautiful
_____3. stylus	c. an instrument used by the ancients for writing on wax
_____4. navigator	d. fashion
_____5. captivity	e. wastefully elegant and rich
	f. large
	g. a ruler
	h. state of being a prisoner or slave

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Test Sheet Type IX--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. orchid
_____2. optimistic
_____3. serene
_____4. reassure
_____5. pinafore

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d. soft, light purple color
e. quiet, calm
f. to free from fear

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Type IX--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. adornment
_____2. luxurious
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_____4. navigator
_____5. captivity

a. one who steers or directs the course of a ship or airplane
b. decorations or ornaments to make more beautiful
c. an instrument used by the ancients for writing on wax
d. fashion
e. wastefully elegant and rich
f. large
g. a ruler
h. state of being a prisoner or slave

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Type IX--Paragraph for Teaching Lesson I

The vassals again led the troops to war. They wished to avenge the death of their liege. During the battle in which he was killed his forces were nearly annihilated. Few of the soldiers returned to their homes. Those who did come back promised allegiance to the new liege. They vowed that the enemy should be severely punished for the loss of such a fine lord and master. So the fight between feudal tribes was on once more. The battlements of all the buildings hid many sharp shooters. The woods were full of warriors in ambush, each hidden very cleverly. At dawn the conflict would begin in earnest.

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Type IX--Paragraph for Teaching Lesson II

Gertrude, age twelve, fussed and told mother she was weary of reading juvenile stories to her tiny sister. They were such childish tales. Last night she had read one about some gnomes who had tried to invade a fairy dell. The fairies had a log which told where their boat had gone to get a wealthy dewy treasure. The gnomes wanted to find that place. They attempted to lure the tiny guards from their duty by offering them gold pieces. The gold was too heavy and the sprites were not interested. So the story went.

"Why do I have to read about fairies? I'd rather read about real people, mother," complained Gertrude.

"Are you sure? Didn't I see you enjoying "Grimm's Fairy Tales" just yesterday? Now, just what is it you would rather do than read to sister tonight"?

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Type IX--Teaching Lesson I Test Sheet

me_____Grade_____Date_____

rections: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. allegiance
_____2. liege
_____3. annihilate
_____4. avenge
_____5. battlements

a. hinder
b. to give just punishment for a crime
c. a low wall with open spaces in it, formerly built at the top of fortified buildings
d. destroy entirely
e. a sovereign, lord and master
f. loyalty and service given to a person or thing

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Test Sheet Type IX--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. log
_____2. lure
_____3. gnome
_____4. juvenile
_____5. invade

a. an imaginary dwarf
b. to enter in order to conquer
c. suitable for young people
d. book in which the speed and progress of a ship if written
e. to lead away by offering some pleasure or advantage
f. to do away with

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Type IX--Teaching Lesson I Test Sheet

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. allegiance
_____2. liege
_____3. annihilate
_____4. avenge
_____5. battlements

a. hinder
b. to give just punishment for a crime
c. a low wall with open spaces in it, formerly built at the top of fortified buildings
d. destroy entirely
e. a sovereign, lord and master
f. loyalty and service given to a person or thing

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Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____2. lure
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_____4. juvenile
_____5. invade

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c. suitable for young people
d. book in which the speed and progress of a ship if written
e. to lead away by offering some pleasure or advantage
f. to do away with

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Check Test for Practice Only

Text for Interspersed Test Using Types VI through VIII--Sentence Sheet

Sections A and B

A.

1. The violin section of the orchestra with the help of the other stringed instruments usually carry the theme or tune of any piece of music played.

2. Less than half of the members (a minority) voted on the new ruling.

3. "I pledge (promise) allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

4. The cruiser -- once a modern warship -- was no longer of use to the navy.

5. A girdle, or belt, was wound tightly around the native's waist.

B.

1. The wandering musician, or minstrel, sang for the entertainment of the king's guests.

2. The cornice -- a beautifully decorated edging of stone -- ran across the top of the building making it look like the buildings of Greece.

3. On this stone a statement had been written in the carved signs, or hieroglyphics, of the Egyptians language and also in Greek words. (Wickham and Phillips pg. 20)

4. The bank demanded a quarantee (a promise to pay) from the man's friend before any money was loaned.

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Interspersed Test Using Types VI through VIII--Check Test
Sections A and B

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A.

_____1. theme
_____2. minority
_____3. pledge
_____4. cruiser
_____5. girdle

a. something that encircles or binds, especially, a belt or sash
b. a short melody in music which is the basis of variation
c. a warship less heavily armed than a battleship
d. part of a bridge
e. smaller number
f. to promise, to agree to do something

B.

_____1. minstrel
_____2. cornice
_____3. hieroglyphics
_____4. guarantee

a. comedian
b. an agreement by which a person undertakes to answer for the debt, duty, etc., of another person
c. ornamental, projecting piece that forms the top edge of the front of a building or of a pillar
d. one of a class of entertainers, usually singers, during the Middle Ages
e. method of writing used by the ancient Egyptians

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Teacher_____
Copy_____

Interspersed Test Using Types VI through VIII--Check Test
Sections A and B

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A.

_____1. theme
_____2. minority
_____3. pledge
_____4. cruiser
_____5. girdle

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b. a short melody in music which is the basis of variation
c. a warship less heavily armed than a battleship
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e. smaller number
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_____1. minstrel
_____2. cornice
_____3. hieroglyphics
_____4. guarantee

a. comedian
b. an agreement by which a person undertakes to answer for the debt, duty, etc., of another person
c. ornamental, projecting piece that forms the top edge of the front of a building or of a pillar
d. one of a class of entertainers, usually singers, during the Middle Ages
e. method of writing used by the ancient Egyptians

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Type VIII--Check Test Sentences
(Test to be Given without Specific Teaching)

#1. So Patroclus put on the armor -- corselet and shield and helmet -- and bound upon his shoulder the silver-studded sword, and took a mighty spear in his hand.

#2. Glowing orange-white through the darkness, the lava fell back to cascade down the mountainside -- a waterfall of fire.

3. The brigade -- two regiments of soldiers -- were encamped along the shore of the canal where they drilled daily.

4. Hanging from the ceiling were many lights -- a crystal chandelier -- which were reflected in the large mirrors on the walls of the beautiful room.

5. Stored away in a chest -- a huge coffer of iron -- was all the wealth of the kingdom.

#1--Taken from Elson Basic Readers Book VI by Gray and Liek, Scott Foresman, New York, 1933
#2--Taken from Highways and Byways by Parker and McKee, Houghton Mifflin, Boston, 1938

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Sentence Sheet Type IX--Preliminary Test

(The following sentences are taken from Elson Basic Readers Book VI, b Gray and Liek, Scott Foresman, New York, 1933)

1. Out of the wall of distant shadows came a gleam of gold and black - vivid as lightning against the green -- and the tiger walked out of the jungle. (pg. 29)

2. How many ferns and lichens will grow on the north walls of a rocky slope! (pg. 60)

3. The great nations of Europe and, with them, the young United States, used to buy safety from these lawless Barbary States by sending them gifts and tribute. (pg. 91)

4. She pushed into the straits where had sailed back and forth the daring Phoenician vessels, the Roman galleys, and the high-decked ships of Venice and of Spain, but she was no lesser vessel than any of them, for she was the first of the Yankee Clipper ships. (93)

5. Captain Reynolds sighed deeply when he heard this news, for it came from a government which pretended to be very friendly but was secretly treacherous. (pg. 94)

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Type VIII--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

____1. armor
_____2. cascade
_____3. brigade
_____4. chandelier
_____5. coffer

a. a fixture for lights with several branches; especially one hanging from the ceiling
b. a covering of metal, leather, etc. worn to protect the body in battle
c. a money box
d. a bracelet
e. to fall like a waterfall
f. a closet
g. in the United States Army, a body of troops consisting of two regiments
h. sailors

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Type IX--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. vivid
_____2. lichens
_____3. tribute
_____4. galley
_____5. treacherous

a. a tiny plant that often grows flat against rocks, bark, etc., and has no true stems or leaves
b. very bright, lively
c. dangerous
d. a balcony in a church or theater
e. a large low vessel moved by sails or oars
f. honest
g. dishonest, deceitful, guilty of treason
h. money paid by one ruler or nation to another to show submission, to secure peace and protection

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Type VIII--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

___1. armor	a. a fixture for lights with several branches; especially one hanging from the ceiling
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	f. a closet
	g. in the United States Army, a body of troops consisting of two regiments
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Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____5. treacherous	e. a large low vessel moved by sails or oars
	f. honest
	g. dishonest, deceitful, guilty of treason
	h. money paid by one ruler or nation to anothe to show submission, to secure peace and pro tection

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Type VIII--Paragraph for Teaching Lesson II

Three year old Margaret lay awake listening to the grown-ups talk. What great big words they used! She wished she knew what they meant. She wondered if daddy were in trouble. Mother said they'd have to get up earlier if daddy went by subway. "What's "subway" -- underground railway -- ?" mused the little one. Father said something about the broken car being a handicap -- hindrance -- in his business. Margaret couldn't say the words: piston -- part of an engine -- and pneumatic brakes -- air brakes--. Something awful must be the matter. Mummy remarked, "Dad, you may have to get used to riding in the subway if the government does decide to ration -- allow certain amounts -- the gasoline".

"What does it all mean"! worried the baby but not for long. The sandman sent her off to dreamland.

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Type VIII--Paragraph for Teaching Lesson III

Mr. Wilson was loath -- unwilling -- to go home from work. The whole household was in a state of hectic -- excited -- upset. Mrs. Wilson was house cleaning. These semi-annual scrubbings and movings of furniture were not humane -- kind. There never was dirt enough to justify -- prove to be right -- all this discomfort. Mr. Wilson never could find anything, not even room in the clothes hamper -- basket -- for his soiled shirt. What ever made mothers think they had to cause all this trouble every six months? Mr. Wilson would like an answer.

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Test Sheet Type VIII--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. handicap
_____2. subway
_____3. pneumatic
_____4. ration
_____5. piston

a. a long, sliding round body moving back and forth in a larger long, round body
b. moved by the pressure of air
c. disadvantage which makes success very difficult
d. an allowance
e. a firearm
f. underground railway

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Test Sheet Type VIII--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. hamper
_____2. hectic
_____3. humane
_____4. loath
_____5. justify

a. kind
b. unwilling
c. to prove or show to be right
d. full of excitement
e. a large basket, usually covered
f. very unpleasant

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Test Sheet Type VIII--Teaching Lesson II

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. handicap
_____2. subway
_____3. pneumatic
_____4. ration
_____5. piston

a. a long, sliding round body moving back and forth in a larger long, round body
b. moved by the pressure of air
c. disadvantage which makes success very difficult
d. an allowance
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f. underground railway

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Test Sheet Type VIII--Teaching Lesson III

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. hamper
_____2. hectic
_____3. humane
_____4. loath
_____5. justify

a. kind
b. unwilling
c. to prove or show to be right
d. full of excitement
e. a large basket, usually covered
f. very unpleasant

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Type VIII--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. Egyptologists
_____2. cathedrals
_____3. saw grass
_____4. rosin
_____5. dazzling

a. a plant having leaves, the edges of which are set with very fine teeth
b. persons who make a study of Egypt and its people
c. without sight
d. palaces
e. monuments found in Egypt
f. confusing by too much light
g. principal church of a district over which a bishop has control
h. a yellowish or brownish substance which comes from the gum or sap of trees such as the pine, used in making varnish and in medicines

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Test Sheet Type VIII--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. beam
_____2. bellows
_____3. brawny
_____4. cherish
_____5. obligation

a. having large strong muscles
b. an instrument used for making a current of air
c. a soft sound
d. to hold dear; to keep gladly in mind
e. a duty; something a person must do
f. long, heavy piece of wood used to support a building

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Type VIII--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____2. cathedrals
_____3. saw grass
_____4. rosin
_____5. dazzling

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c. without sight
d. palaces
e. monuments found in Egypt
f. confusing by too much light
g. principal church of a district over which a bishop has control
h. a yellowish or brownish substance which comes from the gum or sap of trees such as the pine, used in making varnish and in medicines

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Test Sheet Type VIII--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____2. bellows
_____3. brawny
_____4. cherish
_____5. obligation

a. having large strong muscles
b. an instrument used for making a current of air
c. a soft sound
d. to hold dear; to keep gladly in mind
e. a duty; something a person must do
f. long, heavy piece of wood used to support a building

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Sentence Sheet Type VIII--Preliminary Test

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Co., New York, 1931.

1. Egyptologists -- that is, men who make a study of Egypt -- have learned by studying these pictures that agriculture was a very important occupation. (pg. 25)

2. The cathedrals -- that is the bishop's churches -- built during the Middle Ages were more magnificent and more beautiful than any other buildings which have come down to the present. (pg. 302)

The following sentences have been taken from the Elson Basic Readers Book VI by Gray and Lick, Scott Foresman Co., New York, 1933.

3. But this was better than the higher slope where the saw grass grew -- the grass with the notched edges which cut like knoves. (pg. 66)

4. His figure became red, white, dazzling -- a blaze of light. (pg. 158)

5. Two products of the forest -- rosin and turpentine -- were of service to man long before the making of paper from wood pulp and even before the lumber industry started. (pg. 328)

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Type VIII--Paragraph for Teaching Lesson I

The boys and girls stopped in the wide doorway of the blacksmith's shop to watch him work the bellows -- the boxlike device used to force air to make his fires burn. Pumping day after day developed brawny -- large, muscular -- arms which the boys admired. Once in a while the smithy gave the children some of the old horseshoes which he kept hanging on a beam -- timber supporting the building -- over the doorway.

The blacksmith was a good man. He considered it an obligation -- duty -- to go to church every Sunday. He taught a class of boys each week for many years. Each one of those boys, many of whom were grown up, cherishes -- keeps gladly in mind -- the memory of his teachings.

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Test Sheet Type VII--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. hulk
_____2. hull
_____3. fracas
_____4. disaster
_____5. jargon

a. sudden great misfortune
b. confused language
c. noisy quarrel
d. heavy, clumsy ship
e. outer frame of the main body of a ship
f. the whole of an article

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Type VII--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. girdle
_____2. Acropolis
_____3. patrician
_____4. minstrel
_____5. jester

a. the upper part, a fortified citadel of an ancient Greek city
b. one given to joking; a court entertainer
c. one of a class of entertainers, usually singers, during the Middle Ages
d. a church
e. a part of a bridge
f. a noble by right of birth
g. a belt or sash
h. a person who loves his country

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Test Sheet Type VII--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. hulk a. sudden great misfortune

_____2. hull b. confused language

_____3. fracas c. noisy quarrel

_____4. disaster d. heavy, clumsy ship

_____5. jargon e. outer frame of the main body of a ship

f. the whole of an article

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Type VII--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. girdle a. the upper part, a fortified citadel of an ancient Greek city

_____2. Acropolis b. one given to joking; a court entertainer

_____3. patrician c. one of a class of entertainers, usually singers, during the Middle Ages

_____4. minstrel d. a church

_____5. jester e. a part of a bridge

f. a noble by right of birth

g. a belt or sash

h. a person who loves his country

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Teacher_____

Initial

~~Preliminary~~ Test Using All Eleven Types Copy

Part I -- Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left write the letter which appears before the meaning which fits the word.

A	A
_____1. competent	a. angry, very cross
_____2. etch	b. a crack; a small place
_____3. chink	c. daring; bold
_____4. surmount	d. to produce designs on metal or glass by lines eaten into the substance with acid
_____5. audacious	e. to overcome by strong will
_____6. career	f. capable; fitted to do something well
	g. a chosen business or profession

B	B
_____1. gala	a. suitable for gaiety and joyousness
_____2. jubilant	b. far-reaching
_____3. desperation	c. shouting with joy
_____4. haunt	d. noisily merry
_____5. hilarious	e. a state of hopelessness
	f. to go to over and over again

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Teacher_____

Preliminary Test Using All Eleven Types Copy ____
Part I -- Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left write the letter which appears before the meaning which fits the word.

A	A
_____1. competent	a. angry, very cross
_____2. etch	b. a crack; a small place
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_____4. surmount	d. to produce designs on metal or glass by lines eaten into the substance with acid
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B	B
_____1. gala	a. suitable for gaiety and joyousness
_____2. jubilant	b. far-reaching
_____3. desperation	c. shouting with joy
_____4. haunt	d. noisily merry
_____5. hilarious	e. a state of hopelessness
	f. to go to over and over again

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Teacher_____

Initial
~~Preliminary~~ Test Using All Eleven Types Copy
Part I -- Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C	C
_____1. overwhelmed	a. easily understood
_____2. buoyancy	b. promptness in attending to a task
_____3. anticipate	c. lightheartedness
_____4. parental	d. to pass or send around
_____5. obvious	e. crushed, overpowered
_____6. dispatch	f. concerning parents
	g. to look forward to

D	D
_____1. epistle	a. thought
_____2. concerns	b. half a year
_____3. semester	c. interests
_____4. absurd	d. strong
_____5. consciousness	e. a letter
_____6. shrewd	f. sharp-witted
	g. not reasonable; silly

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Teacher_____

Preliminary Test Using All Eleven Types
Part I -- Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C	C
_____1. overwhelmed	a. easily understood
_____2. buoyancy	b. promptness in attending to a task
_____3. anticipate	c. lightheartedness
_____4. parental	d. to pass or send around
_____5. obvious	e. crushed, overpowered
_____6. dispatch	f. concerning parents
	g. to look forward to

D	D
_____1. epistle	a. thought
_____2. concerns	b. half a year
_____3. semester	c. interests
_____4. absurd	d. strong
_____5. consciousness	e. a letter
_____6. shrewd	f. sharp-witted
	g. not reasonable; silly

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Type VII--Paragraph for Teaching Lesson III

There seemed to be some kind of fracas or quarrel going on near the hull or framework of the old ship. Officer Miller rushed over to see what was going on. He found a group of excited boys talking so rapidly that their English had become jargon or confused language. Miller inquired what the argument was about. The lads turned to him for an answer to their question. "Had the old hulk or ship come to disaster or misfortune on the rocky coast or was it a pirate's ship that had washed ashore?"

"You'd better go ask your mothers. It's time you were all in bed," was the policeman's unsatisfactory answer.

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Type VII--Check Test Sentences
(Test to be given without specific teaching)

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Co., New York, 1931.

1. A girdle, or belt, held the tunic at the waist. (pg. 134)
2. The Parthenon, which stood on the Acropolis, or fortified hill, of Athens was a temple erected in honor of the goddess Athena. (pg. 152)
3. The Roman nobles, or patricians, had been the leaders in driving the king out of Rome, and it might be expected that a patrician would now be chosen king-----. (pg. 173)
4. Sometimes a wandering musician, or minstrel, would visit the castle and entertain the household, and in some castles a professional entertainer, or jester, was kept by the lord. (pg. 270)

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Type VII--Paragraph for Teaching Lesson III

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Test Sheet Type VII--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. confirm
_____2. detail
_____3. chore
_____4. irritation
_____5. laggard

a. a small task or job
b. smallest part of a thing
c. slow moving person
d. a group of singers
e. to make sure of the truth of
f. cause of the feeling of anger or impatience

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Test Sheet Type VII--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. motive
_____2. crooning
_____3. eliminate
_____4. monotonous
_____5. exhaust

a. singing or humming in a low voice
b. waste material
c. to use up completely
d. causing motion or action
e. tiresome because of sameness
f. to do away with

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Test Sheet Type VII--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. confirm a. a small task or job

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Test Sheet Type VII--Teaching Lesson II

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_____3. eliminate c. to use up completely

_____4. monotonous d. causing motion or action

_____5. exhaust e. tiresome because of sameness

f. to do away with

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Sentence Sheet Type VII--Preliminary Test

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Company, New York, 1931.

1. Along either side of the Nile Valley from Cairo to Gizeh are the ruins of the pyramids, or tombs of Egyptian kings. (pg. 22)
2. These regions were occupied by wandering tribes or nomads. (pg. 46)
3. The houses were warmed by braziers or open pans of burning charcoal, which, in cold winter seasons, were probably not enough to heat the houses in a way which would seem comfortable to us. (pg. 90)
4. The Israelite, or Hebrew women are known to have taken part in some of the wars----(pg. 103)
5. Some of the bards, or poet-singers, liked to wander about from place to place telling their stories and playing their music. (pg. 123)

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Type VII--Paragraph for Teaching Lesson I

"Red's" mother wrote to him asking him to confirm or assure her of the truth of the report that his property had been sold for a "dude" ranch. Some neighbors who had been traveling in the west brought home the news. Writing letters had never been an easy chore or task for "Red". He just couldn't find time nor desire to write. His mother was interested in every detail or smallest part of his life. She was often hurt because she knew so little. Her letter scolded him for being such a laggard or so slow about keeping her informed. A feeling of irritation or anger at himself came over the chap as he read her message. He vowed he'd write each week.

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Type VII--Paragraph for Teaching Lesson II

The workmen sat under the trees crooning or singing the melodies of the southland. Their energy never seemed to be exhausted or used up when it came to music. Often, during the day, the boss wondered where their motive power or that power which gets work done had gone. The type of occupation was monotonous or tiresome and without interest. However, it had to be done and the overseer must find some way to eliminate or get rid of the wasting of time. He wondered how some music would effect the day's work and decided to try some sprightly victrola records the next morning.

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Type VI--Check Test Sheet

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. depression
_____2. domestic
_____3. employee
_____4. employer
_____5. feuds

a. a period of time when trade is poor
b. disapproval
c. having to do with, or made in, one's own country; not foreign
d. one who works for another
e. ruler
f. a long quarrel between families, clans or the like
g. one who gives work to another
h. war

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Type VII--Preliminary Test Sheet

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. pyramids
_____2. nomads
_____3. brazier
_____4. Israelite
_____5. bards

a. a Hebrew, a Jew
b. a group of three large ancient monuments having for their sides triangles, near Cairo, Egypt; tombs of kings
c. of brass
d. not polite
e. a pan for holding burning coals
f. a member of a tribe or race that has no fixed home
g. a fishhook
h. in olden times, a man who made his living by writing and singing verses

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Type VI--Paragraph for Teaching Lesson 2

Something sinister (threatening) was going on in the prison. On the day the sheriff (policeman) had visited the warden, several skirmishes (fights) had taken place. The prisoners were restless. One stalwart (strong) fellow seemed to be the leader of the troublemakers. The warden (keeper) called him to the office for questioning. After a lengthy conversation the culprit admitted that he felt he was being treated like a serf (slave) of olden days. Because of this he started as many arguments as possible. Having located the difficulty the warden found an occupation for the man which was more to his liking but no easier. However, he had to accept his punishment which meant no recreation for a long period of time.

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Type VI--Paragraph for Teaching Lesson III

The naval officer looked quite perplexed, but if one looked closely a gleam of fun could be seen in his eye. Here was a young fellow who wanted to become a recruit (new sailor). The quota (share) of enlistments was not full. Yet the person in charge seemed reluctant (unwilling) to accept the candidate. After all the questions were asked with a great deal of system (method) and seriousness, it was decided to reserve (hold back) the answer. The lad was advised to go home and seek the permission of his parents. You see the lad was only five years old.

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Type VI--Check Test Sentences

1. There have been several depressions (periods when business was poor) during the history of the United States.

2. The domestic mails (mails within our own country) have not been hindered by the foreign war.

3. The employees (the workers) voted to meet the employers (the men who pay the workers) to talk over their pay schedule.

4. Years ago, in the south, there were many feuds (long quarrels) between families.

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Test Sheet Type VI--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. serf
_____2. sheriff
_____3. sinister
_____4. skirmish
_____5. stalwart

a. strong, brave
b. fight; combat between small groups of soldiers
c. slave
d. threatening evil or danger; dishonest
e. ocean waves.
f. chief law-enforcement officer of a county

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Test Sheet Type VI--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. quota
_____2. system
_____3. reluctant
_____4. recruit
_____5. reserve

a. unwilling
b. to hold back
c. plan for doing something
d. a new soldier or sailor
e. part or share
f. four of anything

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Test Sheet Type VI--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____2. sheriff b. fight; combat between small groups of soldiers

_____3. sinister c. slave

_____4. skirmish d. threatening evil or danger; dishonest

_____5. stalwart e. ocean waves.

f. chief law-enforcement officer of a county

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Test Sheet Type VI--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. quota a. unwilling

_____2. system b. to hold back

_____3. reluctant c. plan for doing something

_____4. recruit d. a new soldier or sailor

_____5. reserve e. part or share

f. four of anything

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Sentence Sheet Type VI--Preliminary Test

(Three of these sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931.)

1. The wars between Rome and Carthage are usually called the Punic Wars. (Punic means Carthaginian and comes from the Roman word for people.) (pg. 188)

2. The latter part of the Middle Ages is often called the Renaissance (which means "rebirth") or the Revival of Learning. (pg. 340)

3. At first he probably drew pictures of these baskets of grain on the sundried brick walls of his home. (His home was much like the adobe ones you see now in Arizona and New Mexico. (pg. 37)

4. The selectmen asked the advice of a man who could tell them what to do (a counselor) regarding the suit against the town.

5. After several votes the delegate (person who acts for others) was elected to represent the club at the state meeting.

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Type VI--Paragraph for Teaching Lesson I

One day a man called at a little white house and began to ask the mother many questions. She had just come from Europe a few weeks before. English was hard for her to understand even though she had studied it in Prague. The gentleman said perhaps her passports might help with the answers. She was afraid he would take those printed papers (valuable documents) which told so much about her family. Her fear and misunderstanding caused her to become very irate (angry).

Just then a friend from next door appeared. This person knew about the census (the counting of the number of people) which was being taken. After much explanation the foreign mother now understood the printed sheet that had been circulated (passed around) at school. Her son had brought one home. She realized what an extensive (far-reaching) piece of work the man had to do. With the aid of the friend she gladly answered all the questions.

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Type VI--Preliminary Test Sheet

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. Punic
_____2. Renaissance
_____3. adobe
_____4. counselor
_____5. delegate

a. a period in which a nation shows a new birth of interest in art and literature
b. unburnt brick dried in the sun
c. cement
d. a lawyer; a person who gives advice, especially in legal matters
e. a group of people called together to make decisions
f. a person sent with power to act for another
g. much smaller than should be
h. Carthaginian

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Test Sheet Type VI--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. census
_____2. circulate
_____3. document
_____4. extensive
_____5. irate

a. far-reaching; large
b. a written or printed paper giving information
c. round
d. the counting of the number of people of a country
e. angry, very cross
f. to go, pass or send about from place to place

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Type VI--Preliminary Test Sheet

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Check Test for Practice Only

Teacher_____
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Interspersed Test Using Types I through V
Sections A and B

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

Part A

_____1. idealistic
_____2. caravan
_____3. caliph
_____4. sundials
_____5. tapestries

a. a title of the successors of Mohammed
b. one who lives in a monastery
c. trying to be perfect in every way
d. driver of camels
e. a company of people traveling together on a long journey through a desert
f. an instrument to show the time of day by the shadow of an upright pin or plate on a dial
g. a heavy, hand-woven fabric, used as a wall hanging

Part B

_____1. appetizer
_____2. horror-stricken
_____3. dingy
_____4. conflicting
_____5. chivalry

a. dark, not light
b. trembling, quaking
c. ideals of knighthood, such as bravery, honor, care of the weak
d. battle
e. opposite
f. helpless with fear
g. a tasty bit of food served before or at the beginning of a dinner that gives one an appetite

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Teacher_____
Copy_____

Interspersed Test Using Types I through V
Sections A and B

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Check Test for Practice Only

Interspersed Test Using Types I through V--Sentence Sheet
Sections A and B

A.

1. His plan was very idealistic, but it served as an example for improving the cities as they existed. (Wickham and Phillips, pg. 162)

2. The caravan traveled its way peacefully over the desert until night fall. Then the Arabs decided to hault for the evening meal and rest. The long line of camels was unloaded, fed and carefully bedded down for the night. In the morning the company of travelers started early before the heat of the day began.

3. The sultan was called a caliph. This was a title taken by the prophets who came after Mohammed.

4. The ancient peoples used sundials which cast shadows that told the hour of the day.

5. Tapestries woven of beautiful threads were hung as decorations on the walls of the homes of the ancient, rich Chinese.

B.

1. A Roman banquet began with an appetizer which increased the desire for food.

2. The two brothers crept shivering and horror-stricken into the kitchen.

3. The dingy wallpaper made the room most unpleasant as a playroom for the children. It would have been wise to remove the dark paper and replace it with some more attractive to little people.

4. There are conflicting opinions as to the conduct of these people in their business dealings. One writer says that their neighbors accused them of being dishonest in their dealings.-----Another writer praises them for the splendid quality of their wares and remarks that furnishing good wares is one of the finest qualities of commercial honesty. (Wickham-Phillips pg. 72)

5. Knighthood with its ideals and duties is often called chivalry. (Wickham-Phillips pg. 274)

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Type V--Paragraph for Teaching Lesson III

Outside of the office of the journal was a crowd. They were waiting for the day's copy. Each night a group came to get the day-by-day record of events for their customers. It was a lusty company of boys. They were strong and happy. Each one was full of life and very healthy. They liked to loiter here. As they stood around they played pranks on each other. Sometimes they stayed too long and were too slow about moving. At least the policeman thought so.

There was one lad, Fred, who was quite a mimic. His friends were amused by his ability to imitate. He could copy exactly the voice and manners of the person who printed the journal. Fred was an old hand at imitating. He had been a novice at the trick when he was five years old. That was when he first started. It was something new that made mother laugh.

On this particular night the printer saw the mimic and how the boys did laugh. Fred wished this had been one of the nights when the officer had said, "Get your papers and move along".

"I would not have been there for the man to catch if I had gone about my business," Fred told his mother. You see that knowing "Little Bird" had somehow brought the news home.

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Test Sheet Type V--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. lusty
_____2. journal
_____3. mimic
_____4. loiter
_____5. novice

a. a day-by-day record of things that happen; a newspaper
b. to be slow in moving
c. healthy, full of life
d. to copy or imitate
e. a person who is new at doing something
f. to allow

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Teacher_____
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Type V--Check Test Sheet

Name_____Grade_____Date_____

Directions: On the line before the word at the left, write the letter which appears before the meaning which fits the word.

_____1. tributaries
_____2. gorgeous
_____3. commercial
_____4. architects
_____5. explosive

a. fitted for causing a sudden noisy bursting of something
b. a person who plans buildings and oversees the building of them
c. having to do with the business of buying and selling
d. money paid by one ruler or nation to another to show obedience
e. splendid, richly colored
f. banks of earth
g. a stream that feeds a larger one, or a lake
h. in bad taste

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Test Sheet Type V--Teaching Lesson III

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_____3. mimic
_____4. loiter
_____5. novice

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Teacher_____
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Test Sheet Type V Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. eventide
_____2. exposure
_____3. filigree
_____4. elusive
_____5. elapse

a. to pass or go by
b. end of the day
c. skillful in escape
d. the act of letting light reach the film used to take a picture
e. done in a moment
f. fancy work usually of fine wire used to trim gold objects

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Test Sheet Type V--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. efficiency
_____2. scaffold
_____3. ventilator
_____4. textile
_____5. profession

a. instruction
b. a high platform on which men may stand to work
c. the ability to do things without waste
d. something which lets in fresh air
e. a woven piece of woolen cloth
f. work which is not done with the hands and needs special training

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Test Sheet Type V Teaching Lesson I

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Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

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_____5. elapse

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d. the act of letting light reach the film used to take a picture
e. done in a moment
f. fancy work usually of fine wire used to trim gold objects

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Test Sheet Type V--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. efficiency
_____2. scaffold
_____3. ventilator
_____4. textile
_____5. profession

a. instruction
b. a high platform on which men may stand to work
c. the ability to do things without waste.
d. something which lets in fresh air
e. a woven piece of woolen cloth
f. work which is not done with the hands and needs special training

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Type V--Paragraph for Teaching Lesson II

Joseph started to study for the profession of medicine. It took long years to gain the special education required. When he finished he would have to work hard with his brain but not with his hands and muscles.

Father was ill and money became scarce so the boy gave up his idea and went to work learning to make textiles. He wasn't sure which he would enjoy handling, wool, silk or cotton. However, he had to know how the woven goods were made.

All the weavers in the mill were measured for their efficiency. The length of time required to do a certain part of each task was studied; the manner in which the job was done was observed. Joseph tried hard to increase his efficiency so that he would be considered a good worker. He wondered if the weavers were the only group being timed and studied.

One day his question was answered. A repair man stood on a scaffold repairing a fan in the ventilator. On this high staging or platform, also, sat an efficiency man. He was timing and studying the way in which the fan was being fixed. Joseph hoped there would be cooler, fresher air coming through that duct when the work was done.

"It would help to be comfortable while weaving," he thought. "I'm a long way from a doctor's office but at least I'm helping dad. Some day I may get my chance."

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Type V -- Paragraph for Teaching Lesson I

Ruth, an enthusiastic member of the camera club, started out to take some pictures of interesting things in nature. It was toward eventide. Darkness had not yet begun to settle. There was still some daylight left. She had to decide quickly upon the subject of her picture and work very rapidly. Daylight is a very elusive thing when the day is closing. It disappears rapidly and we cannot prevent its escape. She needed daylight.

After setting up her camera, Ruth got out her instrument for measuring the length of time which must elapse in taking the picture. The little meter told her just how many seconds or minutes should be allowed to go by between the time she began and finished the exposure. When an exposure is made the shutter of the camera is opened. After the required time has passed it is closed again. Opening the shutter permits light to reach the film on which the picture is taken. Her picture taken, Ruth hastened to develop and print it.

The subject was a beautiful spider's web. The camera brought out the marvelous skill of the little creature. The finished photograph looked like a magnificent piece of filigree. A jeweler might have created such a work to decorate the crown of a queen. The enlarged web seemed to be made of the finest of wire. Ruth hoped it would be a prize photograph.

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Type V--Preliminary Test
Sentence Sheet

(The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931.)

1. One of these beautiful obelisks was given to the United States in 1877 by the ruler of Egypt at that time. It was put up in Central Park, New York. It is called "Cleopatra's Needle". This monument is sixty-nine feet high. (pg. 26)

2. Another wonderful piece of sculpture is known as the Great Sphinx.--- It was carved out of solid rock except the paws, which seem to have been built out of some sort of masonry. (pg. 27)

3. He lived in the greatest ease and luxury. His palace was more elegant and beautiful than that of any of his nobles. (pg. 31)

4. These laws dealt with the business and social life of the time. --- They demanded justice for widows and orphans.---- Hammurabi's laws gave careful protection to women, and we learn from the code that women were in business and engaged in professions. (pg. 55-56)

5. Assyria had a more pleasant climate than Babylonia. It was hot in Babylonia, but in Assyria there was a cool invigorating climate.

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Type V--Check Test Sentences

(These sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan, New York, 1931)

1. The most important river was the Tigris. It, together with its tributaries, drained the valleys. (pg. 61)

2. Ninevah was a city of magnificent palaces and beautiful temple towers --- The palaces were made of costly glazed bricks in gorgeous colors. (pg. 65)

3. The geographic position of Phoenicia caused it to become a great commercial nation.--- The Phoenician cities were natural ports of exchange for the products being traded between Egypt and Babylonia. (pg. 66)

4. The Assyrian architects had learned from Babylonians how to build an arch. They used arches frequently in constructing their palaces. (pg. 65)

5. However, it is almost certain that the Chinese used some kind of explosive mixture long before the birth of Christ. It was no doubt the forerunner of our present gunpowder. (pg. 95)

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Type IV--Check Test Sheet

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. sea-worthy
_____2. arrow-swift
_____3. distasteful
_____4. imperfect
_____5. grievously

a. having faults; not good
b. severely, painfully
c. fit to sail the seas without danger
d. unpleasant to the taste
e. solemn
f. like an arrow
g. having the speed of an arrow shot into the air
h. sickening

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Teacher_____
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Type V--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. monument
_____2. masonry
_____3. luxury
_____4. code
_____5. climate

a. rich surroundings
b. weather conditions of a particular place over a long period of time
c. something which is built of stone or brick
d. something that serves to keep the memory of a person or event, as a building, a statue, a pillar
e. health
f. coldness
g. any system of rules that govern the behavior of people
h. a book

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Teacher_____
Copy_____

Test Sheet Type IV--Teaching Lesson 2

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. signature a. one who plays the organ

_____2. stealthily b. a key

_____3. organist c. the first; not copied

_____4. instruction d. the name of a person written by himself

_____5. original e. the act of teaching

f. slyly or secretly

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Teacher_____
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Test Sheet Type IV--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. becalm a. in an opposite direction

_____2. adverse b. made quiet or calm

_____3. habitual c. bloodthirsty; having to do with murder

_____4. imprint d. to mark by pressure; mark left by something

_____5. murderous e. formed or learned by regular practice

f. violent

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Copy_____

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Type IV--Paragraph for Teaching
Lesson 2

Seated one afternoon in the church was a weary organist. He had been giving instruction all day long to boys and girls who did not like to practice. Tired and sad of heart, he began to work on an original piece of music. He played and wrote the notes, played them again and changed the copy. Many times he revised his composition. Each time it became more beautiful.

As the musician worked so earnestly a little old lady crept stealthily into the back seat. She came so very quietly lest she disturb the wonderful melody. Long years ago she had written a work of art and fastened her signature to the copy. Many mothers now sing the lullaby to their babies. As she listened she dreamed again the days of her youth. There the organist found her sound asleep when he left the church at midnight.

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Type IV--Check Test Sentences
(Test to be given without specific teaching)

(The following sentences are taken from the Elson Basic Readers Book VI by Gray and Liek, Scott Foresman, New York, 1933)

1. "Look at that sharp bow and narrow hull," one would say; "such a ship will never be sea-worthy in the world." (pg. 60)

2. Arrow-swift they held their course, zooming with a burst of sound. (pg. 110)

3. He could not find a sweet grape or a ripe fig; or, if ripe at all, they were overripe and so sweet as to be distasteful. (pg. 133-134)

4. And as her eyes grew more accustomed to the imperfect light, she saw a crowd of ugly little shapes, with bat's wings, looking very spiteful and armed with terribly long stings in their tails. (136)

5. Both of them had been grievously stung, and were in a good deal of pain ----. (pg. 137)

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Type IV--Preliminary Sheet
Sentence Sheet

1. Rome was like all young countries in the matter of coinage. At first the markets were entirely without coins.

2. The drainage system carried off the waste material by means of ditches, streams and pipes.

3. The serfs were treated with great injustice.

4. The militaristic ideas of the government led the nation into war.

5. A compass has a magnetic needle which points toward the north.

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Type IV--Paragraph for Teaching
Lesson I

Long years ago the people of Greece believed in mythology. Many of the everyday happenings were very mysterious to them. They thought these events were caused by the gods and goddesses who were invisible. Sometimes the ruling powers were cruel. Sometimes they were sympathetic. The people wanted to please their gods. Frequently they went to an oracle to find out how they could best make the deities happy. These oracles were people who often earned a livelihood by telling folks how to keep the good favor of the heavenly rulers.

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Type IV--Paragraph for Teaching Lesson III

My last sailing trip certainly left an imprint upon my mind. I'll never forget it. Why, to dream about it has become habitual! After reliving that experience, I get up feeling all but murderous! You would, too, if you'd spent the night sitting hours, becalmed, in a sailboat under the beating sun with no fresh water to drink. Any old wind would be a blessing, even an adverse one, provided it woke me out of the nightmare!

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Name_____Grade_____Date_____

Directions: On the line before the word at the left, write the letter which appears before the meaning which fits the word.

_____1. coinage
_____2. drainage
_____3. injustice
_____4. militaristic
_____5. magnetic

a. having secret or hidden power
b. favoring the keeping of and ruling by large armies
c. unfaithful
d. fiber from coconut husks
e. having the power to draw to itself pieces of iron; having the power to show the direction of the earth's magnetism
f. money; coins
g. having the ability to draw off gradually, as water from a tank
h. lack of fairness

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Test Sheet Type IV--Teaching Lesson I

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. mysterious
_____2. mythology
_____3. livelihood
_____4. invisible
_____5. sympathetic

a. not seen; not visible
b. belief in myths or stories about legendary god
c. feeling sympathy; agreeable
d. containing a mystery; hard to understand
e. means of supporting life
f. not strong

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Type IV--Preliminary Test Teacher_____
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Test Sheet Type III--Teachi Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. medical supplies
_____2. veneer
_____3. excelsior
_____4. tannin
_____5. tanbark

a. bark of trees such as the oak
b. curled shreds of wood used for stuffing furniture
c. acid from the summac tree used in making leather
d. a thin surface of more valuable wood overlaying wood of poorer quality
e. very good
f. drugs which may be mixed and used to cure disease

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Teacher_____
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Type III--Check Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter before the meaning which fits the word.

____1. taxidermy
____2. money order
____3. leafing day
____4. array
____5. democracy

a. a colonial holiday when leaves were gathered for use in winter
b. regular order or arrangement
c. a motor vehicle for hire that carries a taximeter
d. any state or city governed by the people themselves; government by the people
e. the art of preparing, stuffing and mounting the skins of animals
f. an order for the payment of money; especially, a government order sold at a post office and payable at another post office to a person or firm named
g. a government ruled by one person in the highes authority
h. a check

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Teacher_____
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g. a government ruled by one person in the highest authority
h. a check

Type III--Paragraph for Teaching Lesson III

The products of our forests are numerous and useful. Have you ever thought that our trees give us many of our medical supplies which are used in the mixing of medicines?

Much of our furniture is not made of solid pieces of expensive wood. It is veneer which is made up of two or three thin layers of costly wood and glued onto cheaper wood. Veneered furniture is less likely to be changed by heat and moisture. Some of our stuffed chairs are filled with excelsior that is made of very thin curly bits of wood.

The summac tree gives us a product that is used in the making of leather shoes. This product is tannin from which ink is made. The bark of the oak tree often called tanbark contains tannin, also.

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Type III--Check Test Sentences
(Test to be given without specific teaching)

(The following sentences are taken from the Elson Basic Readers by Gray and Liek, Scott Foresman, New York, 1933.) Book VI

1. At the age of thirteen, Akeley saw in "The Youth's Companion" an advertisement of a book on taxidermy, that is, a book which explains how to stuff and mount the skins of birds and animals. (pg.35)

2. If you wish to send money to anyone, you go to the post office and buy a money order for the amount you wish to send. (pg. 84)

3. If there was one holiday which Joseph and Priscilla Harris liked better than the others, it was the one called "leafing day," that delightful time in autumn when all the colonial boys and girls went out in the woods to gather leaves to use in the ovens during the winter when their mothers baked delicious loaves of bread and flaky, golden-brown pies. (pg. 199)

4. So the warriors went to battle in close array, helmet to helmet, and shield to shield, close as the stones with which a builder makes a wall. (pg. 368)

(The following sentence is taken from "The Way of Democracy" by King and Dennis, Macmillan, New York, 1940)

5. The United States of America is a democracy, a country in which the people or their representatives make their own laws and choose their leaders. (pg. 3)

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Test Sheet Type III--Teaching Lesson II

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. fiord
_____2. damsels
_____3. sculptor
_____4. glaciers
_____5. studio

a. workroom of a painter, sculptor, photographer

b. a large mass of ice formed from the snow on high ground and moving slowly down a mountain side or along a valley

c. a leader

d. maidens

e. a person who carves, cuts, or chisels marble, stone or other materials into statues

f. a long, narrow inlet, or arm of the sea, between high banks, as on the coast of Norway

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Teacher_____
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Test Sheet Type III--Teaching Lesson III

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. medical supplies
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_____4. tannin
_____5. tanbark

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b. curled shreds of wood used for stuffing furniture

c. acid from the summac tree used in making leather

d. a thin surface of more valuable wood overlaying wood of poorer quality

e. very good

f. drugs which may be mixed and used to cure disease

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Teacher_____
Copy_____

Test Sheet Type III--Teaching Lesson II

Name_____Grade_____Date_____

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Teacher_____
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Type III--Preliminary Test

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. gladiators
_____2. relief (sculpture)
_____3. truce
_____4. wares
_____5. drawbridge
_____6. unhorse

a. standing out of a figure or design from a background
b. the stopping of a battle or war by agreement between two sides
c. goods
d. aviators
e. men who fought with a weapon to entertain the people at celebrations in ancient Rome
f. a bridge made of ropes
g. to throw from a horse
h. a bridge of which all or part is made to be raised, drawn, or moved aside to permit or hinder passage

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Teacher_____
Copy_____

Test Sheet Type III--Teaching Lesson I

Name_____Grade_____Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. friar
_____2. greensward
_____3. abbey
_____4. abbot
_____5. mantle

a. a loose cloak without sleeves
b. a brother, or member of any of certain religious orders; a monk
c. one or more buildings in which a number of men or women live a religious life apart from the world
d. smooth turf which is well covered with grass
e. the person who has charge of the buildings where monks live
f. a very gifted person

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Teacher_____
Copy_____

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Type III--Paragraph for Teaching Lesson I

One misty, moisty morning John Willie of Tobin Good's band started out to find a little excitement for himself. He invited the friar, who had been a good man of the church, to go along. Now John Willie thought he might play some jokes on this friar. But he did not know his religious friend was quite a trickster, too.

After traveling an hour or two over a country road without meeting anything of interest, John said to his companion," 'Tis time to eat. What brought you by way of food?"

"Aye, nothing, Sir John Willie. 'Twas you should bring the meal," answered the friar.

"Fie, 'Twas not! To pay for your laziness go now and shoot a deer. Mind you are not caught. Meet me one hour before noon on the greensward, soft and grassy, across from the abbey where the good men of the church do live," ordered Willie.

"Now," thought our smart friend, "I'll trick this noble friar. I'll meet him on the greensward dressed as a holy man, who calls himself the abbot. I'll scold him for his sinful ways and send him back to the abbey."

An hour before noon, John Willie, wearing a mantle like the churchly robe of the abbot, paced up and down the greensward. No friar appeared. Not a soul was around but a peasant who sat gnawing at a ham bone. When the farmer had eaten his meal, John approached him and asked, "Have you seen a wicked friar round about? He was to bring the meal for all those in the abbey."

"No, your reverence, none was here," replied the worker. "Had I known I would have shared with you my bone."

"I'll punish him tonight," and off walked John Willie, raging.

"Ha! Ha!," silently laughed the peasant. "So, you, John Willie thought you'd fool me. Rave on! You'll see the joke when this poor farmer arrives at Tobin's den this evening!"

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Type III--Preliminary Test
Sentence Sheet

(The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Company, New York, 1931.)

1. The gladiators, as the fighters were called, were prisoners of war (pg. 224)

2. Great monuments were built in memory of Roman heroes, and these were adorned with relief sculpture, that is, sculpture in which the figures project from a background. (pg. 229)

3. The clergy tried to get the nobles and vassals to declare truces, that is, to stop fighting for a certain number of days or weeks. (pg. 276)

4. Many of the wares which the Phoenicians offered for sale---were manufactured within their own country. (pg. 77. Dashes indicate only part of sentence is given.)

5. They (the lake dwellers) had to be entered by a bridge called a drawbridge which could be let down or pulled up---. (pg. 7)

6. He (the knight) usually fought seated upon a horse and his first effort was to "unhorse" his enemy, that is, cause him to fall off his horse. (pg. 274)

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Type III--Paragraph for Teaching Lesson II

At the head of the fiord which is a narrow bay on the coast of Norway was a sculptor's studio. In this studio, where the artist worked all day, were hung several beautiful pictures of the glaciers which could be seen from his window. There were many unhappy tales about one of these very slow moving rivers of ice which men called the Blue Glacier. Two beautiful damsels, who were daughters of some famous traveler, were lost in a huge crack, so the natives told. The sculptor, who had carved many beautiful statues from stone, did not believe all these stories which he heard. He preferred to paint and work at stone rather than waste his time listening to legends which really made him sad.

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Test Sheet Type II--Teaching Lesson 3

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. aerial
_____2. cataracts
_____3. abyss
_____4. chasm
_____5. fascinate

a. to keep the attention of a person by some special spell
b. large waterfalls
c. great crack in the earth
d. whirlpools
e. attract
f. a bottomless hole in the ground
g. darkness
h. in the air

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Type II--Check Test

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter before the meaning which fits the word.

_____1. embalm
_____2. artisans
_____3. craftsman
_____4. emperor
_____5. archery

a. one who works at a trade requiring skill with the hands, such as a bricklayer
b. one who paints pictures
c. a ruler of an empire
d. a male ruler
e. treat a dead body so as to preserve it
f. shooting with bows and arrows
g. buried
h. one who works at a trade, as one who manufactures furniture

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Test Sheet Type II--Teaching Lesson 3

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Test Sheet Type II--Teaching Lesson 1

Name_____ Grade_____ Date_____

Directions; On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. genial	a. prickly, thorny
_____2. solitary	b. pleasant and cheerful
_____3. grotesque	c. lonely
_____4. ledge	d. marsh land
_____5. bramble	e. shelf of rock
	f. gloomy
	g. queer, awkward, fanciful
	h. gentlemanly

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Test Sheet Type II--Teaching Lesson 2

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. ford	a. messenger who delivers letters speedily
_____2. stage-coach	b. a fellow, a man
_____3. courier	c. to wade across a river
_____4. codger	d. a shoemaker
_____5. freshet	e. a Hartford newspaper
_____6. rivulet	f. a flood
	g. a kind of automobile that runs by steam
	h. a wagon which runs regularly between stations
	i. a small river

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Test Sheet Type II--Teaching Lesson 2

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Type II--Paragraph for Teaching Lesson 2

The spring freshet had made the rivulet a raging, flooding river. The old codger who drove the stage coach was sure his horses could never pull the heavy wagon through that water. You see they always had to ford the little stream because there was no bridge. A courier had brought the news of the high water. It might be days before the flood went down. The mail would be late but the driver would not risk its loss. So he settled down to wait until another messenger brought news that the trail was safe to travel.

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Type II--Paragraph for Teaching Lesson 3

Two sisters, Betty and Jane, were invited to travel one winter with their Aunt Helen. She was going to take them to Switzerland. The girls had just finished reading an exciting story about the Alps. They began to imagine all sorts of thrilling events that could happen. Perhaps they would ride on an aerial railroad, high in the air.

"Oh!" exclaimed Jane, "Do you suppose we shall see an abyss that really has no bottom?"

"We'll have to be careful not to fall into any chasms in that snowy country," advised Betty.

"Why, we'll have a guide who'll watch out for chasms, Betty."

"The cataracts will be frozen and I'll bet they will look like our fountain did that cold night daddy left it running," reminded Betty.

"Cataracts are bigger and have much more water falling than our little fountain," Aunt Helen added as she came into the room. The icy, silvery cataracts fascinate me so that I can't seem to get away from them."

"We are going to see if we can find a book of legends about Switzerland tomorrow," Betty said.

"Let's do the rest of our dreaming in bed, Betty. It's late."

"You're right, girls. Go dnight," answered Aunt He

Type II--Paragraph for Teaching Lesson 1

In the bramble bush, among the thorns, was the nest of a white-footed mouse. He was lonesome because his home was in a solitary neighborhood. There were no other nests on the rocky ledges nor in the high trees near by. His house had once been that of a cat-bird. When he had moved in, he had expected other mice and birds to be his neighbors. Not one had come to be a cheerful, genial companion through the winter. His search had found no friends. Most of his time he spent watching the grotesque shadows which the bramble bush cast upon the snow. Each night he said, "Next winter I'll find a better neighborhood where there will be friends with whom to enjoy the winter days and these odd looking, grotesque woods."

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Type II -- Check Test Sentences
(Test to be given without specific teaching)

(These sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Company, New York, 1931.)

1. The corpse was embalmed most carefully by filling the body with spices and pitch, bathing it in liquid called natron and wrapping it in linen cloth. (pg. 23)
2. Some historians have thought the artisans of Phoenicia were the most skillful of all workers among the ancient people. (pg. 74)
3. They sent for the Phoenician craftsmen to manufacture the furniture for royal palaces and tombs. (pg. 79)
4. As the government of China developed, the ruler was called the emperor. (pg. 86)
5. In the archery contests the contestants took their places and shot the arrows at the signal of certain musical notes. (pg. 94)

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Type I -- Check Test Sentences
(Test to be given without specific teaching)

(The first four sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Co., New York, 1931.)

1. Many of the festivals were under the direction of the village or the clan. These were occasions for much merrymaking and feasting. (pg. 104)

2. Not far away was their market place, which they called the Forum. Later on this became the center for the discussion of all important matters of state. (pg. 171)

3. The most important article of a Roman's wearing apparel was the toga. It was a heavy woolen robe which covered his entire figure. (pg. 217)

4. If a man were found guilty, he was outlawed. The guilty person was sent away from his tribe forever and his property was given to his relatives. (pg. 249)

5. By persistent hard labor, the slaves of some of the Egyptian kings built pyramids which were used as tombs. Day after day, for years the slaves worked, dragging and lifting stones.

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Type II -- Preliminary Test
Sentence Sheet

The following sentences are taken from "America's Heritage from the Long Ago" by Wickham and Phillips, Macmillan Co., New York, 1931.

1. The city (Tyre) finally covered the whole island and it grew to be one of the most wonderful cities in wealth, beauty and grandeur in the whole oriental world. (pg. 73)

2. There was great contrast between the rich, daring, adventurous nobles and the poor peasants who lived on little farms outside the city walls. (pg. 131)

3. The Olympic games were revived in 1896 and have since been held every four years as an international event. (pg. 132)

4. --- The Roman engineers invented a new ship which had a drawbridge that could be let down to permit the fighting men to cross over from their own ship to the enemy's. (pg. 189)

5. The tourneys were exact duplicates of real battles except that they were staged for pleasure instead of for deciding some serious question. (pg. 274)

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Type I -- Paragraph for Teaching Lesson 2

Helen was working with determination to learn to paddle a canoe. She practiced daily with a strong purpose. The competition for places in the sports at summer camp is great. Every girl tries to win each event. No one who capsizes a boat is allowed to join in the water festival. If you tip over your canoe, you just can't take part in the celebration. No casual practicing would do for Helen. Not a stroke of the paddle must be done carelessly. Not one day did Helen dawdle. She wasted no time. How she hoped the majority of the girls would be companionable.

"Most of them will make good friends, I am sure," her mother told her. "When the water sports take place, you will have many girls cheering for you to win. Handle your canoe well and they will be proud of you."

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Type I -- Paragraph for Teaching Lesson 3

The herald blew his trumpet loudly. The messenger announced the coming of the King. With great solemnity, the knights knelt. Their faces showed great seriousness. Their bowed heads manifested their reverence. All could see that they feared a little but worshiped their Majesty. The sovereign raised his scepter. The loyal subjects arose. As the royal rod was lifted the colorful events began. Games of skill and strength lasted the whole day. When the sun went down, the scores were counted. The winners spent the evening in feasting and rejoicing.

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Type I -- Preliminary Test
Sentence Sheet

The following sentences are taken from "America"s Heritage from the Long Ago" by Wickham and Phillips, Macmillan Company, New York, 1931)

1. But there was a time when man kept no record because he did not know how to write. We call this time the prehistoric age, which means the age before history (pg. 5)
2. As soon as man had begun to keep this written record he was no longer in the prehistoric period; he was in the historic period. (pg. 14)
3. The kings, the priests, and the military class were the only people allowed to hold land. They were called nobles. (pg. 29)
4. He (the Egyptian) finally discovered that he could make better tools by mixing tin with copper. The metal that results when this is done is called bronze. (pg. 30)
5. The Hebrew home was a place where there was genuine hospitality. Every one was welcome whether he was rich or poor. (pg. 102)

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Type I -- Paragraph for Teaching Lesson I

George and Betty listened intently to the tale of the hunter who had just returned from the jungle. They followed attentively every word. The adventurer and his party had met a barbaric tribe of black people. These savage natives came upon them with what seemed like a thousand spears and arrows, cleverly aimed. The leader would have known what to do had he run into a real barrage. In the war, his company had been held back by machine-gun fire. But this was different, being besieged by this type of enemy. The armed warriors brandished their weapons in the air and attacked from all sides. The brutal fighters waved their spears and threw them, rarely missing a victim. The sudden fall of night was all that saved the frightened men who struggled to hide in the heavy underbrush.

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Text for ~~Preliminary~~ Initial Test Using All Eleven Types -- Part II
Sections A and B

A

1. The monks of the olden days were often scribes who spent long hours writing and making copies of writing.

2. Many of the men who have been vagabonds have given up their lives as tramps and are now working in defense industries.

3. After spending weeks at the beach, in the sunshine, Jane's complexion became the color of the tawny coat of a tiger.

4. The sexton who keeps the church and its surroundings immaculately and who rings the bell each Sunday is very well liked by all the young people.

5. "One picture is worth a thousand words" is a quotation of a Chinese sage or wise man.

6. A vise is a tool having two jaws to hold work and is a very necessary part of the equipment of a carpenter shop.

7. The miraculous lamp owned by Aladdin is the basis of many stories which children have enjoyed down through the ages.

8. The valuable package was lost in transit -- travel from one point to another.

B

1. "Tallyho!" cried the fox hunter as the fox appeared in the woods. The first time the sportsman sights the creature he informs his companions by a loud, "Tallyho!"

2. The delta of the Mississippi is built of silt which has come down the river. The earth and fine soil washed out of the river bed has collected at the mouth of the great stream.

3. The naturalist spent long hours tramping through the woods collecting plants and rocks.

4. The collection of weapons contains a very old rapier which is a two edged sword with a narrow blade.

5. The sheen, brightness, of the piece of jewelry attracted the crow who seized the ring in his beak and hid it in his nest.

6. The young lady is a sedate lass. She seldom becomes excited. Calmness and quietness are two of her characteristics. Usually she seems rather sober but her sense of humor is very keen.

7. The crops had begun to shrivel. Dry weather was fast killing the plants. The ears of corn were shrinking for want of rain. The husks had withered and dried.

8. On the old canal years ago horses walking along on shore were used to tow--pull--the boats along the waterway.

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Type I -- Check Test

Teacher_____
Copy_____

Name_____ Grade_____ Date_____

Direction: On the line before each word at the left, write the letter before the meaning which fits the word.

_____1. festival
_____2. forum
_____3. toga
_____4. outlawed
_____5. persistent

a. taken away from the protection of the law (Wickham and Phillips pg. 419)
b. a loose outer garment worn by citizens when appearing in public
c. a time for feasting and celebration
d. a decoration hanging in a curve
e. the shape of anything
f. to dress well
g. a market place or public square of an ancient city
h. having staying qualities; continuous

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Type II--Preliminary Test

Teacher_____
Copy_____

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. grandeur
_____2. peasant
_____3. Olympic games
_____4. drawbridge
_____5. tourney

a. to kill or murder by surprise
b. international contests held every four years
c. greatness, magnificence, stateliness
d. hugeness
e. a less or something that delays or hinders
f. a bridge of which all or part is made to be raised, drawn, or moved aside to allow or stop passage
g. a bridge having its roadway hung from freely hanging cables
h. a fight between armored knight to prove skill and courage, held for entertainment
i. a person who works the soil

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Test Sheet Type I -- Teaching Lesson 2

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. determination	a. to waste time doing nothing important
_____2. competition	b. an attempt to do as well or better than others
_____3. capsize	c. slow
_____4. casual	d. careless
_____5. dawdle	e. leave out
_____6. companionable	f. purpose
_____7. festival	g. fitted to be a comrade
	h. to overturn
	i. celebration
	j. feasting

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Teacher_____ Copy_____

Test Sheet Type I -- Teaching Lesson 3

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. herald	a. newspaper
_____2. solemnity	b. show
_____3. reverence	c. staff showing authority
_____4. manifest	d. sadness
_____5. scepter	e. one who announces
	f. seriousness, dignity
	g. opposite order
	h. respect mingled with fear and love

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Teacher_____Copy_____

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Teacher_____
Copy_____

Type I -- Preliminary Test

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. prehistoric
_____2. historic
_____3. nobles
_____4. bronze
_____5. hospitality

a. a mixture of tin and copper
b. a soft white metal which looks like crystal
c. a place where the sick are given care
d. concerning the time before history was written
e. persons of high birth, formerly persons who owned land
f. concerning the time after man began to write history
g. kind and generous treatment of guests and strangers (Wickham and Phillips pg. 416)
h. concerning the stage and actors

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Teacher_____
Copy_____

Type I -- Teaching Lesson I
Test Sheet

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. intently
_____2. barbaric
_____3. barrage
_____4. besiege
_____5. brandish

a. to attack with armed forces
b. eagerly, with good attention
c. rapid machine-gun fire which stops the advance or retreat of enemy troops
d. wild, uncivilized
e. a building where an automobile is kept
f. growing without care of man
g. to move or wave, as a weapon
h. to polish

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h. to polish

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Teacher_____

Initial

Copy_____

~~Preliminary~~ Test Using All Eleven Types -- Part II
Sections C, D and E

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C.

_____ 1. legal

_____ 2. blind

_____ 3. stride

_____ 4. tunic

_____ 5. disciplinarian

C.

a. a long step, or the distance measured by such a step

b. according to law

c. a kind of medicine

d. a garment worn by the Romans, reaching below the knees

e. a screen used to hide hunters

f. one who keeps order

D.

_____ 1. chromium

_____ 2. filaments

_____ 3. tungsten

_____ 4. mohair

_____ 5. desolation

_____ 6. ratify

D.

a. a ruined, lonely condition

b. approve or accept

c. cloth made from the hair of an Angora goat

d. fine wires in an electric light bulb

e. a mineral used to make the wires in an electric light bulb

f. a metal used with iron to make very hard steel

g. to please

E.

_____ 1. oust

_____ 2. oculist

_____ 3. oxygen

_____ 4. peat

_____ 5. orchestration

_____ 6. king-pin

E.

a. a doctor of eye diseases

b. one who plays a musical instrument

c. to force out of office

d. a gas found in air and necessary for life

e. the pin in the center of a bowling game

f. arrangement of music for an orchestra

g. a dark brown or black substance formed when certain plants partly decay in water, as in a meadow

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Preliminary Test Using All Eleven Types -- Part II
Sections C, D and E

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C.	C.
_____ 1. legal	a. a long step, or the distance measured by such a step
_____ 2. blind	b. according to law
_____ 3. stride	c. a kind of medicine
_____ 4. tunic	d. a garment worn by the Romans, reaching below the knees
_____ 5. disciplinarian	e. a screen used to hide hunters
	f. one who keeps order

D.	D.
_____ 1. chromium	a. a ruined, lonely condition
_____ 2. filaments	b. approve or accept
_____ 3. tungsten	c. cloth made from the hair of an Angora goat
_____ 4. mohair	d. fine wires in an electric light bulb
_____ 5. desolation	e. a mineral used to make the wires in an electric light bulb
_____ 6. ratify	f. a metal used with iron to make very hard steel
	g. to please

E.	E.
_____ 1. oust	a. a doctor of eye diseases
_____ 2. oculist	b. one who plays a musical instrument
_____ 3. oxygen	c. to force out of office
_____ 4. peat	d. a gas found in air and necessary for life
_____ 5. orchestration	e. the pin in the center of a bowling game
_____ 6. king-pin	f. arrangement of music for an orchestra
	g. a dark brown or black substance formed when certain plants partly decay in water, a meadow

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Teacher_____

Initial Copy_____

~~Preliminary~~ Test Using All Eleven Types -- Part II
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A.

_____1.	sage	a.	a person who copies writing
_____2.	scribe	b.	like a miracle
_____3.	sexton	c.	travel from one point to another
_____4.	vagabond	d.	a wise man
_____5.	miraculous	e.	to scribble
_____6.	vise	f.	of the color of a person tanned by the sun
_____7.	transit	g.	person who takes care of a church and its property
_____8.	tawny	h.	a tramp; a gypsy
		i.	a tool having two jaws to hold work

B.

_____1.	tow	a.	a fox hunter's cry on catching sight of a fox
_____2.	tallyho	b.	to draw or pull something along behind
_____3.	silt	c.	brightness
_____4.	shrivel	d.	fine soil or earth
_____5.	sedate	e.	sober, calm quiet
_____6.	sheen	f.	a person interested in the study of nature
_____7.	rapier	g.	to shrink or wither
_____8.	naturalist	h.	part of the foot
		i.	two edged sword with a narrow blade

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Preliminary Test Using All Eleven Types -- Part II
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A.

_____1.	sage	a.	a person who copies writing
_____2.	scribe	b.	like a miracle
_____3.	sexton	c.	travel from one point to another
_____4.	vagabond	d.	a wise man
_____5.	miraculous	e.	to scribble
_____6.	vise	f.	of the color of a person tanned by the sun
_____7.	transit	g.	person who takes care of a church and its property
_____8.	tawny	h.	a tramp; a gypsy
		i.	a tool having two jaws to hold work

B.

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Delayed Test Using All Eleven Types--Part II
Sections A and B

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

A

_____1. asbestos
_____2. artesian well
_____3. cutlery
_____4. graphite
_____5. savanna

a. edged or cutting instruments
b. a treeless plain; a tropical grassland
c. a city of the United States
d. a well made by boring into the earth until water is reached; a well from which the water comes without pumping
e. a grayish mineral found in fibrous form in rock and which is fireproof
f. soft black carbon with a metallic luster, used for lead pencils

B

_____1. linotype
_____2. barometer
_____3. lyre
_____4. Sanskrit
_____5. Taj Mahal

a. a language spoken in ancient times in India
b. a thermometer
c. a typesetting machine which casts each line of type in one piece
d. an instrument that shows the pressure of the atmosphere, height above sea level and changes in weather
e. a stringed instrument used by the ancient Greeks
f. a beautiful tomb in India

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Delayed Test Using All Eleven Types--Part II
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Text for Delayed Test Using All Eleven Types--Part II
Sections C and D

C

1. The wound was rubbed daily with ointment. Anointing it hastened the healing.

2. The heavy sail was fastened to the bowsprit, a strong boom projecting from the bow of the boat.

3. The cavalry troops were equipped with short, light rifles of carbines.

4. The scenic beauty of the cacernous cliff called "The Ovens" is one of Mt. Desert Island's attractions for tourists.

5. The chamberlain -- a high court official -- was called upon to attend many important conferences.

6. The captain followed the course which had been charted for his trip.

7. The Circassian beauty, whose home had been in European Soviet Russia, found life in the United States very different from that of her homeland.

8. The tiny nut dishes were the pretty fluted shells of the cockle (a shell fish).

D

1. The work could not be completed because of the deficiency in supplies. There was no aluminum available. A scarcity of oil held up part of the construction. Enough material would not be delivered for several weeks.

2. Thomas, the only Boy Scout who received the distinction of being chosen to go to Washington, was proud of the honor.

3. The naval officer next above the captain, the commodore, was on shore-leave for ten days when he returned from the Orient.

4. Rescuing the pilot from the burning plane among the mountains was a daring exploit.

5. An electroscope is an instrument used to discover the presence of electricity.

6. The data which gave all the facts to be studied were collected by the scientists in the Antarctic.

7. The act of exhalation, breathing out, forces carbondioxide from the lungs.

8. The pile of boxes for the bonfire was elephantine in size.

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Delayed Test Using All Eleven Types--Part II
Sections C and D

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

C

_____1. anointed
_____2. bowsprit
_____3. carbine
_____4. cavernous
_____5. chamberlain
_____6. chart
_____7. Circassian
_____8. cockle

a. a shell fish having a heart shaped double shell
b. a high court official
c. a strong beam projecting from the front of a sailing vessel
d. to rub over with oil or grease
e. having to do with Circassia, a part of European Soviet Russia
f. a short light rifle used chiefly by the cavalry
g. an Indian weapon
h. to make a map of
i. like a cave; hollow

D

_____1. commodore
_____2. data
_____3. deficiency
_____4. distinction
_____5. electroscope
_____6. elephantine
_____7. exhalation
_____8. exploit

a. facts about a thing to be used for study
b. the act of breathing out
c. honor; special recognition
d. huge; very heavy
e. a naval officer ranking next to captain
f. lack of something needed for completeness
g. an instrument for discovering the presence of electricity
h. the act of blowing up
i. a brave deed

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Delayed Test Using All Eleven Types--Part II
Section E

Name_____ Grade_____ Date_____

Directions: On the line before each word at the left, write the letter which appears before the meaning which fits the word.

_____1. falter	a. a basin holding water for baptizing
_____2. font	b. full grown male of certain large deer
_____3. gauntlet	c. one who represents himself as someone else
_____4. hart	d. a rope or strap for leading an animal
_____5. imposter	e. to move or act in an unsteady manner
_____6. knuckle	f. to yield to; to give in to
	g. a long stout glove, formerly made partly or wholly of small metal plates

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Text for Delayed Test Using All Eleven Types--Part II
Section E

1. The knight wore gauntlets. The stout gloves made of metal protected his hands in battle.

2. As the old man went down the street he began to falter--walk unsteadily.

3. The water for the baptism of the child was in the font near the alter.

4. The hart or male deer was blinded by the lights of the automobile and was killed.

5. An imposter is a person who tries to represent himself as someone else.

6. The boys had to knuckle down to work (give in to work) because they feared punishment of the job was not completed when father came home.

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Text for Delayed Test Using All Eleven Types--Part I

The tranquility and calmness of the peaceful countryside increased John's desire to prolong his vacation. As he sat astride the pasture fence, one foot dangling on each side, he watched the colt in the field. The young horse seemed to be suffering a terrible ordeal -- test. His mother had been taken away and shut up in the stable. Now and then John heard the creature whinny piteously as he cried sadly for his parent.

The odor of the young pine trees in the nursery at the foot of the hill was wafted on the air by the gentle breezes. A nursery is a place where many young trees are grown. Some day these trees would take the place of the scorched or charred ones across the road.

John hopped down from the fence and started off into the woods. On a branch of an oak he saw a bluebird preening his feathers (smoothing and trimming each one with his beak). The brook, white with tiny ripples or waves, babbled along. The leaves overhead rustled as the treetops swayed slightly. These sounds were caused by the shaking of the leaves. As the lad wandered along he saw a snare which had been set by a rabbit hunter to catch a dinner, perhaps. Occasionally he picked a flower. Before long he had quite a nosegay, bouquet that could be used to decorate the supper table. A bull frog croaked solemnly in a discouraged tone of voice. John wondered why the old fellow sat so gloomily upon his log. This was no day for sadness. Even a bull frog should be cheerful when the woods were so beautiful.

It was getting on toward supper time. The boy turned his footsteps homeward. He trudged along more slowly for he was weary now. As he emerged -- came out -- from the shade of the trees, he saw the colt had been tethered under an old pine. The rope with which he was fastened was long enough to let him wander and feed. However, it kept him from reaching the fence where he had rubbed his nose and scratched it. John went into the barn, pitched some hay from the loft for the mother horse. The loft is the upper part of the barn. He left Mike, the dog, as a sentinel, a guard, over the barnyard and went into the house.

"How about it, Gram, are the viands (food) ready? I'm starved," he called rather smartly as he banged the kitchen door.

"Yes, son, and here's a letter from Pop. He says you may stay another week."

"Whoopee! Let's eat! Oh! Here's a bouquet for the table."

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Text for ~~Preliminary~~ Test Using All Eleven Types -- Part II

Sections C, D and E

C.

1. And when other vessels are built to match or better her, our country will come a great stride nearer to you, a thousand miles nearer to traitors, murderers and thieves. (Gray Liek p. 96)

2. The man in charge of the behavior of the group -- the disciplinarian -- told the boys just what they were expected to do.

3. The matter was not decided according to law (in a legal manner) and serious trouble followed.

4. The tunic was a garment made of wool or linen which reached about to the knees. (Wickham and Phillips p. 217)

5. We reached the shelter of the blind and cautiously raised the leaves that covered the tiny holes left for peepholes. (Gray Liek p. 27)

D.

1. Tungsten is used chiefly as an alloy in making certain kinds of very hard steel. It is also used in making filaments, or fine wires, in electric light bulbs. (Atwood Thomas p. 312-313)

2. Chromite ores contain a rare mineral called chromium, which is used with iron to make certain very hard kinds of steel. (Atwood Thomas p. 62)

3. The colonists did not ratify (approve) the bill which the representative brought up.

4. The South African veldt has more Angora goats and produces more mohair than any other region in the world. Mohair is the long hair of Angora goats. (Atwood Thomas p. 58)

5. The Treasure Valley was one mass of ruin and desolation. (Gray Liek p. 152)

E.

1. The oculist who is a doctor skilled in the treatment of diseases of the eye told John's mother to keep him in a dark room for a we

2. The composer made an orchestration for all instruments from the piano composition.

3. Peat is used in Ireland. The formation of peat takes many years. A dark brown or black substance is formed by the decay of certain plants. These plants live in wet meadows. The people cut out blocks of the decayed material, dry it and use it for fuel.

4. The political leader was dishonest and a strong movement was started to oust him from his position.

5. We cannot live without oxygen, a gas found in the air.

6. To knock down the king-pin, the center pin in a bowling game, is the aim of every good bowler.

Nations Beyond the Seas, Atwood Thomas, Ginn and Co., Boston, 1930
The Way of Democracy, King and Dennis, Macmillan, New York, 1940
America's Heritage from Long Ago, Wickham and Phillips, Macmillan Co., New York, 1931
Elson Basic Reader Books VI, Gray-Liek, Scott Foresman, New York, 1933

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